



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

R V INSTITUTE OF MANAGEMENT

CA-17, 36TH CROSS, 26TH MAIN 4TH T BLOCK, JAYANAGAR

560041

www.rvim.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About RSST (Rashtreeya Sikshana Samithi Trust):

RSST to which RVIM belongs was established in 1940. One of the Fastest growing group of Institutions, it has a presence in virtually every field of academics and research. As on date RSST has under its ambit over 27 institutions, in which some 20,000 plus students from all over India and abroad are pursuing their dream education.

About RVIM (R V Institute of Management):

As reflected in our motto “**We prepare our students for life**”, RVIM is a premier institute well known throughout India for imparting holistic quality management education since 1999. Our dedicated and experienced faculty with industry background; state-of-the-art infrastructure; student focus; 100% placement support and a robust industry and institutional linkages (domestic and international) are some of the salient features of RVIM.

RVIM offers a 2 years full time MBA Programme in the state of the art campus located at Jayanagar, a beautiful & centrally located suburb of Bangalore. RVIM offers 2 year MBA programme with specializations in Marketing, Finance, HR, Banking & Insurance, Healthcare and Entrepreneurship. The current programme is affiliated to Bangalore Central University, approved by AICTE, New Delhi and recognized by Government of Karnataka. In the year 2014, RVIM was accredited by NAAC with ‘A’ Grade.

RVIM strongly believes in achieving excellence at all fronts. The activities at the institute are steered at creating ample opportunities for students which will support the students to learn beyond the curriculum, the class room and the campus and acquire the skillsets which are demanded by the industry 4.0 like; **critical thinking, problem solving, analytics, global orientation, decision making, cognitive flexibility, people management, creativity and negotiation**. Hence we constantly offer numerous value add courses and encourage students to take up live projects/assignments/internships which will help them broaden their horizons; augment their thought process and grow as professionals with entrepreneurial mindset.

RVIM endeavor has been to create conducive learning environment which is **innovative, personalized, trans-disciplinary and flexible** for millennial students so that on completion of their MBA course they are ready to cater to the needs of Industry 4.0 or Business 4.0.

Vision

To Become World Class Management Institute of Eminence

Mission

To nurture global thought leaders by offering holistic management education fostering Business Intelligence, Innovation and Entrepreneurship for inclusive growth and sustainable development

AND

To provide value added services to Business, Government and Society through staff empowerment and collaborative engagement

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths:

1. The greatest strength of the Institution is the locational advantage. The institute is located in the heart of Bengaluru city.
2. R V as a brand is being recognized as a household name, a synonym for quality education.
3. The institution has the core strength of qualified and experienced faculty team
4. The institution is run by ethical and professional Board of Trustees – majority of them being from renowned business houses of the country.
5. The institution has good admissions even in challenging times
6. The institution consistently has good academic performance throughout with many University toppers.
7. The Institution has a fully functional IQAC which meets regularly and drives the quality systems and processes in the Institute
8. Financially, the Institution and the Trust are on a good platform
9. The institution enjoys good industry connect and enjoys excellent placements in reputed companies
10. There is a good alumni base of 2400+
11. There is a good synergy with the other institutions of the R V Trust- R V College of Engineering, SSMRV College, NMKRV College, R V College of Architecture, etc.
12. The Institution has functional MoUs with reputed Industries and Institutes of repute, both National and International.
13. The institution has eight unique centres for excellence and five departments
14. The Institution takes pride in its state-of-art infrastructure -both physical and academic.
15. Good planning and governance of the Institute by the Leadership

Institutional Weakness

Weaknesses :

1. We need to strengthen Research output of the Institution, particularly funded research and quality publications.
2. Difficulty in attracting International students
3. Consultancy and MDPs needs to be strengthened.
4. We need to strengthen collaboration with Institutes of eminence (both domestic and international)

Institutional Opportunity

Opportunities :

1. Scope for undertaking funded research and consultancy assignments
2. Scope for faculty members to enhance their further outreach, beyond the confines of the city and regional limits, and thus build brand.
3. Scope to become autonomous Institution par excellence
4. Ample scope for launching various programs (Short duration and long duration certification/diploma/degree programs)
5. Leveraging Infrastructure facilities for generating additional revenue and strengthening community engagement
6. Scope to undertake interdisciplinary research through partnering with our own sister institutions
7. Huge opportunity to organize FDPs/MDPs/EDPs/Workshops as we are located in an emerging metro of the nation and the IT hub of the world
8. Scope to partner with other Institutions of eminence and industry houses
9. Scope to start our own fully residential autonomous stand alone B-School partnering with an Industry

Institutional Challenge

Challenges

1. The institution is bound by the rules and regulations of the affiliating university in terms of curriculum and calender of events
2. The institution is bound by the norms laid down by the Statutory Regulatory Authority, the AICTE
3. Being located in the metro city and the heart of Bengaluru city, the institution faces space constraint
4. The challenge is in terms of attracting and retaining internationally recognised research oriented faculty
5. Attracting international students is a challenge in a given set up.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

R V Institute of Management is affiliated to Bengaluru Central University, approved by AICTE and recognised by the Government of Karnataka since 1999. Being an affiliated Institute, there is not much flexibility in framing the curriculum or introducing new courses. However, the Institute has taken initiatives towards enriching the curriculum by way of introducing several Value addition courses like Certificate course, Proficiency courses, and PG Diploma courses in various contemporary areas.

Value –added courses provided at the institution:

Certificate Courses: The Institute has offered 17 certificate courses in various areas including courses in Problem Solving& Decision Making, SAP- BI, MS Excel, Applied HR Practices, etc.

Enrichment Courses: The Institute offers enrichment courses like the one on Attitudinal Development for the holistic development of the students. The Institute believes in integrating the various cross cutting issues relevant to gender, environment & sustainability.

Human Values Instilling and Sensitization courses: Professional Ethics practices Environment Sustainability, Environment Protection are courses that aim at instilling vales among our students. Sensitisation towards gender equality has been conducted for all batches of students.

Industry Visits and Interaction with speakers from the industry: Further, regular industrial visits are organised to enhance the practical knowledge among the students. This is reinforced[GS1] in the regular sessions conducted on imparting life skills to the students.

The Institute also takes the initiative of organising regular interaction sessions under the III Series (Industry-Institute-Interaction Series) and invites high profile corporate executives to interact with the students on various contemporary concepts.

Teaching-learning and Evaluation

Admission process at RVIM: The approved intake of students for the Institute is 180. Out of this total intake, 50% of the seats (90 seats) are earmarked for students of Karnataka.

- The enrolment of students in the Institute is based on merit through the entrance examination Post Graduate Common Entrance Test conducted by the Karnataka Examination Authority for the students of Karnataka.
- The Institute follows a transparent system of admission by adhering to the reservation of seats for various categories as per the guidelines of the affiliating university and the Government of Karnataka. For the remaining 90 seats, the Institute considers the scores of National level entrance examinations like CAT, MAT, XAT, etc.
- The eligible students have to undergo GD/PI process and based on their performance, they are allotted the seats.
- The Institute promotes diversity in the enrolment pattern by encouraging students from other states to take admission.

Academic Delivery Process at RVIM: The Institute emphasizes on student centric methods of teaching such as experiential learning, participative learning and problem solving methodologies. These are aimed at enhancing learning experiences of students.

- The Institute encourages extensive use of ICT in order to enhance the effectiveness of classroom delivery.
- The Faculty members identify the slow learners and conduct remedial classes. Similarly, advanced learners and students with potential for obtaining University ranks are identified and they are given intensive coaching which help them in better academic performance.

Evaluation Process at RVIM:

- Continuous Internal Evaluation –(CIE)is in practice at the Institute. As per the university guidelines academic progress of the student is evaluated.
- Regular evaluation of assignments, mini projects, internal tests and the preparatory examinations are completed as per the university academic calendar.
- All Internal and preparatory exam question papers are designed so as to include the Course Outcomes (CO s) considering the levels of learning of the students. This helps in finding out the learning levels attainment by students.

Research, Innovations and Extension

Research Initiatives at RVIM: The Institute has built the research culture among the faculty and students.

- All research publication and conference presentations and consultancy taken up the faculty is recognised by the management. Faculty members who receive state, national, and international awards are provided incentives in recognition of the achievements.
- Centre for Innovation, Entrepreneurship and Incubation is set-up by the institution. This has developed an ecosystem for innovation. The incubation centre promotes new ventures and provides the necessary guidance and support.
- The Institute has taken initiative to organise workshops and seminars on Intellectual Property Rights (IPR). Students are encouraged to participate in various technical competitions like hackathons.
- Faculty members of all the departments at RVIM have over the years published papers in national and international journals. Participation at national and international conference with presented papers has been the continued research effort of faculty.

CSR programmes at RVIM: The Institute demonstrates its distinctiveness in terms of its CSR Programme. The Institute has organised several extension programmes like

- Blood Donation Camps,
- Senior citizens Computer Literacy programmes,
- AIDS Awareness programmes,
- Road Safety Awareness Programmes,
- Swachh Bharat Internship for students,
- Students participating in Unnat Bharat Abhiyaan programmes

The Institute has a very strong linkage with the industry which is seen in terms of the number of industrial

visits, industry internships and industry mentorship programmes. The Institute makes concerted efforts towards strengthening international collaborations.

RVIM Institution Foreign Universities MOU's : Currently factional MoUs with foreign Universities like Grimsby Institute of Further and Higher Education, UK, Austin University, USA, and DMAN, Germany. The Institute is making efforts to have MoUs with various other foreign universities.

Infrastructure and Learning Resources

Criteria 4: Infrastructure and Learning Resources

The Institute is located in the independent, spacious 2700 sq. m custom-designed state of the art campus located at Jayanagar, the most beautiful & centrally located suburb of Bangalore. The Institute has excellent infrastructure for facilitating teaching learning process. There are sufficient class rooms, computer labs, seminar halls with ICT facilities so as to cater to effective teaching learning process. The Institute has well maintained office space for administrative work, and state of art placement cell.

The entire campus is **smart- card enabled with RFID facilities** wherein students and staff can access the various facilities inside the campus like Library, Digital Library, Computer labs, Placement cell, etc.

Eight class rooms are available on campus with PC, LCD projectors, internet connectivity and audio-visual facilities.

Library: The library has a seating capacity for 120 members with sufficient reading tables. The Library is equipped with subject related books, general books, National and International Journals and Magazines. It has membership of IIM-B, National Digital Library (IIT Kharagpur) and British Council Library.

Digital Library: The Digital library has 50 computers, connected with LAN and internet. The students have access to e-resources and subscribed online data bases like EBSCO, J-GATE PLUS and Capitaline.

Computer Labs: There are three state of the art computer labs in the Institute with 42 computers each. All the three labs are well equipped with Internet facility, MS Office, SPSS and Tally.

An exclusive **Research Centre** is available with six workstations for scholars and students, internet connectivity and audio-visual facilities.

Media Centre : The Media Centre is equipped with audio-video recording, editing and screening (LED projector HD) facilities which can be used for making of short films, recording of lectures and screening of videos/movies.

Centre for Innovation, Entrepreneurship & Incubation: This Centre was set up in October 2017. But complete refurbishment was completed in the month of March 2018.

The following supporting facilities are available:

One air-conditioned **Conference Hall**, air-conditioned **Seminar Hall**, air-conditioned **MDP/Training Centre**, air-conditioned **Workshop Hall** and a state of art **Centre for Wellness**.

Student Support and Progression

To ensure Students 's Overall Development the Institute provides continuous support to the through:

- Mentorship,
- Counselling, student council,
- Student's grievance-redressal and welfare.

The Institute offers student centric

- Internships
- Vocational Training
- Guidance for competitive examinations through training programmes.
- Aptitude Training
- Foreign Language training
- Career Counselling
- Soft Skill Training

These courses are provided to enhance students overall performance.

Co-Curricular and Extracurricular Activities

The Institute organises various programme as that provides the students a platform for showcasing their talent:

- Management Fests,
- Cultural events.

These events enable the students hone their leadership skills.

Orientation programme: organised at the Institute on various topics ranging from leadership, networking skills, personal grooming, yoga and wellness, etc.

Sports Activity: The Institute also encourages students to participate in sports activities - national and international. Every year, annual sports meet is conducted and students are given an opportunity to participate in individual and team events.

Government scholarship is facilitated to all eligible students of the institution. The Institute supports the students by providing free ships extended by the management.

Alumni Association: The Institute maintains a strong relation with the alumni by way of organising regular alumni meetings. These events are conducted twice in a year; in recent years, the Institute has initiated the system of batch wise re-unions.

Alumni Mentorship Programme: A very important initiative from the placement department is the alumni mentorship programme wherein every student from the current batch is tagged to an alumni and this helps in

facilitating industry exposure to the students. The Institute organises regular alumni interaction sessions where they share their experiences with the students. This enables the students to understand the industry requirements and prepare themselves accordingly.

Governance, Leadership and Management

The Governance at the institution is reflective of an effective Leadership. The Mission and Vision statements stand as the future timelines of the Institution. The Leadership at the Institute has imbibed these statements and incorporates it for devising any academic activity of the Institute.

The Institute practices de-centralized and participative management. Every academic activity as per the academic calendar is assigned to a Faculty member who are provided the required facility. The Faculty takes charge of planning the activity and executing the same.

The Institute provides scope for all department oriented activity. The Marketing Department, Human Resource department, Finance Department and General Management departments of the Institute are provided the opportunity to plan and conduct department based activity. These programmes are driven in accordance with the strategic –perspective Plan of the Institution.

The Institute IQAC and Governing body play an instrumental role in all development decisions of the college. As per the laid down regulations and code of conduct of the Governing Council, the following Committees been set up:-

- Student Council
- Student Grievances Cell
- Code Of Conduct For Staff
- Anti-Ragging Committee

Meetings are convened by all these Committees and action taken reports are documented.

E-governance is in place at various procurement points. SAP –ERP has been in place from 2015. This has improved payment window time and improved consumer value. The Vidya-world student information system, which is in use, creates better access and management of student data.

Welfare measures for teaching and nonteaching staff have been provided and is integral to the Institute policy. Safe and functional Work cubicles, Health scheme, ESI policy, Fee concession for children's education, Maternity leave for staff etc. are provided.

Quality Assurance and incremental improvements is a continuous process. The Academic course related improvements are brought in by providing certificate course and add on course which makes the student industry –ready.

Institutional Values and Best Practices

The Institute always strives to impart value based, quality oriented education to the students. The Institute promotes gender equality by way of extending equal opportunities for both boys and girls. Various programmes

are organised to emphasize gender sensitization. The Institute exhibits gender sensitivity by providing facilities to the students such as -

- Safety and security- This is ensured by the fact that the campus is RFID enabled so that no unauthorised person can enter without permission. The Institute also deploys security personnel 24x7 so as to ensure safety of the students.
- Counselling- The Institute believes in all-round wellbeing of the students and hence has the necessary facilities for addressing any stress related issues of the students. The Institute has a qualified Counsellor on roll who visits the Institute regularly, every Tuesday. Students who face any stress related problems can meet the Counsellor.
- Common room- The Institute has adequate facilities for a girl's common room. This is a well furnished room with comfortable seating arrangements. This place can be used by the girl students suitably during their free time.

The Institute adopts environment friendly practices such as energy conservation through the use of alternate energy sources like solar energy, implementing rain water harvesting, and minimising the usage of plastics. The Institute has also initiated the replacement of the existing bulbs with LED bulbs so as to save electricity.

The Institute also organises various programmes to uphold the universal values, communal harmony, peace and righteousness. Initiatives are taken to organise the birth and death anniversaries of great personalities so as to emulate their virtues.

We have been developing best practices through inhouse innovations which other Institutions are benchmarking with us. Some of the best practices highlighted include;

1. Mentoring Advancement Program
2. Institutionalizing of the training calendar

Institutional distinctiveness is exhibited in organizing events fostering experiential learning like 'Venture Fest'.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R V INSTITUTE OF MANAGEMENT
Address	CA-17, 36th Cross, 26th Main 4th T Block, Jayanagar
City	Bangalore
State	Karnataka
Pin	560041
Website	www.rvim.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Purushottam Bung	080-42540300	9448079735	080-2665492 0	director.rvim@rvei .edu.in
Associate Professor	Anupama K Malagi	080-42540349	7411339344	080-4254034 8	anupama.rvim@rv ei.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-07-1999

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Karnataka	Bengaluru Central University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	04-04-2018	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CA-17, 36th Cross, 26th Main 4th T Block, Jayanagar	Urban	0.7	3766

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
PG	MBA,Management	24	UG	English	180	172
Doctoral (Ph.D)	PhD or DPhil,Management	36	PG	English	8	8

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				13			
Recruited	1	1	0	2	1	1	0	2	6	7	0	13
Yet to Recruit	0				1				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	9	10	0	19
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	1	0	0	0	0	0	0	0	0	1
Ph.D.	0	1	0	1	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	0	0	0	2	3	0	5

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		4	4	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	92	10	0	0	102
	Female	66	4	0	0	70
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	17	11	8	8
	Female	6	3	4	9
	Others	0	0	0	0
ST	Male	1	4	4	2
	Female	1	1	1	0
	Others	0	0	0	0
OBC	Male	61	60	60	76
	Female	22	27	32	35
	Others	0	0	0	0
General	Male	34	23	37	24
	Female	22	22	28	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		164	151	174	177

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 83

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
172	177	174	151	164

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
115	120	120	110	105

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
177	167	148	158	164

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	22	24	24	24

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	24	24	24	24

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 13

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
130.74579	110.3604	93.20221	125.67962	119.80478

Number of computers

Response: 180

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

R V Institute of Management is affiliated to Bangalore Central University, offering post graduate course in Masters of Business Administration (MBA) of two years duration. Institution meticulously follows the curricula framed by the university. The institution ensures effective curriculum delivery in a well- planned manner as narrated below:

- Institute is following a unique practice – known as **SLCA Model**. This model is adopted exclusively at RVIM. It involves four phases:
 - **Phase 1: S- Subject Allocation**
 - **Phase 2: L- Setting the Learning Outcomes**
 - **Phase 3: C- Preparation and Certification of Course Dockets**
 - **Phase 4: A- Attainment of Outcomes**

SLCA practice enables to achieve all the outcomes specified in terms of Program Outcomes and Course outcomes. Implementing this model ensure accomplishment of the programme educational objectives as well.

- **Phase 1:** To ensure effective curriculum delivery subject allocation to faculty members is done according to faculty member's preference of the subject well in advance.
- **Phase 2:** Based on the Program Educational Objectives and **Program Outcomes (POs)**, **Course Outcomes (COs)** are framed for each course which are further translated in to **Module Wise Outcomes (MOs)** by the faculty offering that course. These are vetted by the faculty council.
- **Phase 3:** A course docket is prepared by the respective faculty members keeping in mind above POs and Cos which contains detailed lesson plan, course material, research articles, cases and past year question papers. The course dockets are given to the students well before the commencement of the course so that they will be aware of the topics and the readings as well along with other study material including videos cases, multimedia cases etc.
- **Phase 4:** Attainment Level of each outcome, i.e. PEOs, POs, Cos and MOs is measured and plan of action for increasing the attainment levels is agreed upon during the faculty council meeting.

Other key initiatives taken towards ensuring effective curriculum delivery include:

- Apart from the courses offered as part of University curriculum, institute also offers **numerous value added courses** to meet the Industry needs and to ensure that our students are industry ready.
- The Institution is using **Learning Management System- Quicklrn**, through which faculty have the facility to upload course content and make it available to the students 24 X 7. Online quizzes are also conducted by using this LMS for various courses.

- RVIM has tied up with the Libraries of **IIM Bangalore, British Council- Bangalore** and libraries of our sister institutions to give an access to additional knowledge resources.
- Using **innovative pedagogical tools** including; case studies, role plays, management fests, live projects, industrial visits, interaction with industry people and practitioners, etc. to embrace activity based learning and experiential learning.
- All the students are encouraged to **participate in the conferences/seminars/workshops/management fests/competitions** conducted by other institutions all over the country enabling students to broaden their knowledge, skills and attitude.
- All the faculty members are encouraged to **attend Faculty Development Programs** to enhance and update their teaching skills and adopt innovative pedagogical tools to enrich the curriculum delivery.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 17

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	1	5	5

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 0

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years Response: 36.14	
1.2.1.1 How many new courses are introduced within the last five years Response: 30	
File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented Response: 100	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented. Response: 2	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years Response: 100	
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-	

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
172	177	174	151	164

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

Curriculum Enrichment is an ongoing process at the institution. Cross Cutting Issues are integrated into curriculum enrichment process as detailed here in under;

- Teaching life skills and character has always been one of the forefront objectives of education at RVIM. As part of outbound training we train the students on these skills under the guidance of ex defense officer in a camp like setting through various activities.
- Enriching student experience through frequent field visits, guest lectures by Industry professionals on contemporary management topics such as Capital Markets, Customer Experience Management etc. along with cross cutting issues related to **gender, environment, sustainability, human values and professional ethics** has been the feature of the Institute.
- Sensitizing the students on social, moral, spiritual and cultural values and helping them to build these values through extracurricular activities and student extension activities for community welfare has allowed them to succeed in education, work and society.
- All extended learning courses in the form of MOOC's provide students the opportunity to study concepts with greater depth, breadth and complexity, while also helping students to pursue their own areas of interest.

Gender: As a policy, institution inculcates equal opportunity for boys and girls in all the curricular and extra-curricular activities. Further the students are sensitized on gender equality, through lectures by industry professionals on the subject. The Institute celebrates International Women Day on March 8th every year. For eg. A panel discussion was held in the campus on March 8th 2018, inviting Women Entrepreneurs / Achievers. The Group D (menial) women staffs were honoured for their selfless service in keeping the campus clean and contributing to smooth functioning of all activities of the institute. Street paly depicting the role of women in the society was enacted by the students at different locations followed by the candle light march in the evening to educate the general public on the burning issues related to women empowerment.

Environment: The Institute conducts a green audit on a regular basis to identify the full range of environmental issues and assess the compliance with applicable laws and regulations. The green audit serves as means to identify opportunities to protect our environment and find out various measures to solve environmental problems.

Human Values: Basic human values are at the core of being human. RVIM consistently impart such human values among its staff and students through various activities. For example Department of HR conducted a one-day Faculty Development Program on Human Values in Management which helped in moral development of all the staff members. As reflected in our Institutional values, i.e TRIPH (**T**rust, **R**espect, **I**ntegrity, **P**rofessional, **H**umane) we lay emphasis on developing Human Values.

Professional Ethics: Our faculty members try and inculcate ethical values to the students while teaching syllabi. Bangalore University has a dedicated subject on Business Ethics as part of its curriculum and students are educated and sensitized to various ethical issues so that they can build ethical attitude and follow basic principle of ethics in all their interactions throughout their professional life.

File Description	Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 73

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 73

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 97.67

1.3.3.1 Number of students undertaking field projects or internships

Response: 168

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 13.34

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	21	30	18	24

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.11

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
172	177	174	151	164

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
180	180	180	180	180

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 93.29

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
102	115	114	104	97

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

As it is reflected in our *Mission Statement* and *Values* we take at most care in holistic development for all the students that we admit. Irrespective of background (educational/personal) we ensure that each one of our student perform the best to his/her capacity. In this direction the Institute organizes various special programmes to identify and assess the learning level of student to identify and support advanced and slow-learners, like:

- 1.Orientation Programme:** The institute organizes Orientation programme (**2 weeks**) at the beginning of the course to orient the students who come from different background, about the course. They are exposed to various pedagogical tools used in the *B-Schools like Case-Study/Role Play/Activity-Based-Learning/Business-Simulation/etc.* *Outbound-training* is also organized as part of orientation program under the guidance of an Ex-military officer to impart people-skills/life-skills.
- 2.Profiling of the Student:** Beginning of the year, the institute conducts profiling exercise for each student to understand where exactly their competencies lie and the areas for improvement. This profiling card is based on *Psychometric and Career Anchor Test*. The students are grouped into different groups & given special training in those areas where they lack the knowledge-skills-abilities.
- 3.Course Docket** - The students provided with complete course material to study the subject in the form of *Course Docket* in the beginning of semester. *Course Docket* contains detailed *session-plan-covering-session-wise details/study-materials for the topics prescribed by the University/Relevant Case Studies for discussion/Research articles to be reviewed/Evaluation plan and previous year question papers.*

4. **Bridge Courses:** Bridge Courses of duration 30 hours in the area of **Accounting** is offered to students from non-commerce background to familiarize them with basic knowledge about Accounting.
5. **English Immersion Classes:** English Immersion Classes for those students who are weak in English (*vernacular-background/rural-areas*) special coaching is given through conducting immersion classes in small groups and through *Communication-Lab*, where students can learn on their own by listening to the chapters that are pre-recorded and have to do the assignment online.
6. **Remedial Classes:** The Institute also offers remedial classes to *slow-learners* by scheduling separate remedial sessions embedded in the time table itself. Additional assignments are given to them to strengthen their understanding of the subject. Faculty mentors regularly review academic progress and counsel students to improve performance and ensure academic growth as part of mentoring program.

Based on the learning level, students are categorized in to slow-learners and advanced-learners and offered required support as narrated here-in-under;

i. Slow Learners - Adequate Support (Motivational& Academic) is provided to slow learners to overcome academic difficulties by:

- Organizing *Remedial-Classes* as part of time table.
- Organizing *Bridge-Course*.
- Giving *Practice-Assignments*.
- Giving *Study-Materials*.
- *One-On-One Mentoring*.

ii. Advanced learners

- Given *additional/challenging assignments/project works*.
- Offering *advance-courses on MS-Excel/SAP/Business-Analytics*, etc.
- Encouraged to participate in *symposiums like quiz/conferences/inter-institutional-competitions/seminars*, etc.
- Given opportunities to *writing research papers* under the guidance of faculty members.
- *Intensive Coaching classes* for potential University Rank holders.
- *Ono-on-one mentoring* by faculty, industry leaders and Alumni as well.

File Description	Document
Link for Additional Information	View Document

2.2.2 Student - Full time teacher ratio

Response: 8.19

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls	
Response: 0	
2.2.3.1 Number of differently abled students on rolls	
File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Student Centric innovative teaching-learning methods adopted at RVIM

All the faculty members who teach different subjects use wide range of innovative teaching-learning methodologies including; Activity based learning, Web based learning, Project based learning, Problem based learning, Immersive learning, etc. where-in they learn through experience, i.e. learning by doing.

The faculty also use wide range of pedagogical tools to make the learning more interesting and interactive including;

- PPT Presentations
- Management Games
- Role Plays
- Case Studies
- Simulation Games
- Brainstorming Sessions
- Multi media cases
- Internet based cases
- Learning through movies
- Group Discussions
- Computer Assisted Learning
- Interaction with the people from the Industry and Practice
- Industrial visits and tours (not only domestic but international as well)

Some of the cases where-in we used the above mentioned innovative teaching-learning methodologies which are student centric are illustrated here-in-under;

1. Activity Based Learning: **Venture Fest:** This is an Entrepreneurship Festival where-in every student (in team) has to pick-up a business idea, develop a business model around that idea and run that business for a day within the campus. Teams will be rewarded for revenue generated, profits made and how professionally they run the venture. This is a compulsory assignment as part of the Entrepreneurship

Development course which run for close to two months.

2. Experiential Learning: **Innoviz**: A creative management festival designed, planned, organized and executed by the students where-in they learn the nuances of event management through experience of organizing an event.

3. Immersive Learning: **Rural visits**: A whole day rural visit to a small village as part of Rural Marketing course to understand the rural markets form the close quarters, attending rural fairs and participating in the discussions with the rural folks.

4. Project Based Learning: Problem solving: Compulsory one month full time **internship** and 6 weeks full time **dissertation** work with the companies where-in they work on a given/assigned project and learn the application of tools and techniques in a real world situation. Some small live projects are also given to the students as part of different subjects to gain a practical understanding of the subject. The students learn to identify the problems, define objectives, collect and analyze information, evaluate risks and alternatives, and using technology enabled qualitative and quantitative analytical tools and techniques to solve problems.

5. Participative Learning: **Workshops**: We organize series of workshops aimed to facilitate real time practical exposure to students in the areas of their interest through participation. The workshops are conducted by the experts of the industry, who share their experience and craeate simulation of actual workplace scenarios.

6. Peer Learning: **Student seminars**: Student seminars are organized where in the papers are presented by students on contemporary topics to enrich their learning experience. e.g. **Vidyarthi Adiveshana**

7. Team based learning: **Events and competitions**: Institute conducts wide range of team based activities including; Outbound Training, Orientation programs, Freshers party, Farewell party, Achievers Day, Annual Sports Day-sports competitions, Alumni Meets, Prestensia, Vidyarthi Adhiveshanam - a student paper presentation competition, Student Council Activities, Project exhibitions for the holistic development of students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 21

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 8.19

2.3.3.1 Number of mentors

Response: 21

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

2.3.4 Summary on Innovation and creativity in teaching-learning:

The traditional teaching method is a book, a piece of chalk, a blackboard. The following are the creative teaching-learning methods adopted by our faculty;

1. E-Learning
2. Blended Learning
3. Case method (Text cases and multimedia cases)
4. Business games simulation
5. Role plays
6. Project management simulation
7. Immersive learning

The Institute has encouraged the Faculty to use the ICT and modern teaching aids, along with traditional lecture method.

The incumbent students after completion of Admission process are exposed to a two week orientation

programme to feel the environment of Business School. Pedagogical practices used in these sessions include:

- Storytelling
- Workshops
- Introductory lectures
- Intensive Participative Training using Role Plays
- Skill Assessments to make them prepared for acquiring Resilience and Agility Skills as part of outbound training program lead by an ex military officer in a natural camp like setting

Other innovative tools that we have been using include;

1. 21st Century Learning Design (21CLD)

The innovative teaching pedagogy adopted at RVIM is aligned with the 21st Century Learning Design (21CLD). RVIM has registered with 'Microsoft in Education' Portal for inculcating 21CLD. Innovative Teaching and Learning (ITL) Research is a multiyear global research program designed to investigate the factors that promote the transformation of teaching practices and the impact those changes have on students' learning outcomes across a broad range of country contexts. RVIM is privileged to adopt the resources of ITL for supplementing classroom teaching. RVIM's Innovation Lab Exercises adopt guided instructions with 21 CLD Rubrics.

2. Teaching-Learning-Evaluation Using ICT and other methods:

The Faculty uses the multimedia devices and audio visual aids to make the teaching effective. Quiz, surprise tests, group discussion, class-room seminars and Industrial Visits are used to make teaching interactive and interesting.

3. Teaching-Learning through Research:

Students who are interested in Research work are continuously motivated and encouraged to present their Project work in different National/International Seminar/Conference/Workshop.

4. Flipped Class: A unique initiative followed at RVIM:

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises/projects/discussions.

For e.g.: The students of III Semester C were provided with complete instructions on the implementation plan in Rural marketing subject on Youtube. This method provided a good learning practice and was adopted by other subjects

Other initiative methods adopted by the Faculty

- The Faculty tries to make lectures more student-centric by means of group discussion and role play.
- The Institute has developed smart class rooms with web-based teaching. Teachers utilize these facilities to illustrate the concept clearly through audio/video mode available on the net.

- The students are assigned different tasks such as Open Book Tests, Group Assignments, Problem Solving and Mini Project.
- Presentation activity: Students are asked to prepare a Presentation on any of the topic related to the course. This presentation has to be delivered in class.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 101.67	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years											
Response: 24.78											
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>7</td> <td>5</td> <td>2</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	9	5	7	5	2
2017-18	2016-17	2015-16	2014-15	2013-14							
9	5	7	5	2							
File Description	Document										
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document										
Any additional information	View Document										

2.4.3 Teaching experience per full time teacher in number of years
--

Response: 13.29

2.4.3.1 Total experience of full-time teachers

Response: 279

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 52.17

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	2	2	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 16.67

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	4	5	5

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Current Evaluation /Assessment Pattern:

Being an affiliated institution we follow 70:30 pattern where-in out of 100 marks per subject 70 marks come from final Semester End Examination (SEE) and 30 marks from CIE.

Current Continuous Institutional Evaluation System: Faculty members are given total freedom to decide on the pattern of Continuous Internal Evaluation for their respective courses. Entire Continuous Internal Evaluation that is going to be followed is narrated very clearly in the Course Docket. **For example CIE for Entrepreneurship Development Course** has following components which conducted **Venture Fest** as part of CIE is as follows;

Round No. & Date	Name of the Round	Weightage	Evaluation Process
01 April 21, 2018	Idea Presentation	25%	External Jury (For 25 Ma
02 April 28, 2018	Business Plan Presentation using lean canvas / Business Model Canvas	25%	External Jury (For 25 Ma
03 May 05, 2018	Forming and running the venture for one day	25%	External Jury (For 25 Ma
04 May 05, 2018	Total profit earned out of the Venture	25%	External Jury (For 25 Ma

Through CIE pattern we bring in flexibility in the way we (faculty members) want to deliver the course.

Role of Examination Committee in bringing in reforms in CIE

A separate committee comprised of Director, selected faculty members and Administrative Officer called “**Examinations Committee**” oversee the implementation of CIE and SEE in true spirit of assessing/evaluating students uniformly without any subjectivity. Committee meets frequently to Brainstorm, discuss and Deliberate on the reforms to be brought-in.

Some of the reforms that we brought-in include;

1. **Compulsory conduct of Preparatory Test:** In line with final semester end examination pattern at the fag end of the semester all students have to write examinations in the specially designed bluebook.

Evaluation of the preparatory test happen similar to the final semester end examination. CO-PO mapping is done based on this and attainment levels are measured.

1. Giving lot of flexibility to faculty to design their own CIE pattern where-in they can consider evaluating on the following ways.

- *Case analysis presentations*
- *Live projects*
- *Mini projects/Research projects*
- *Video profiling of the entrepreneurs/CEOs*
- *Participating in the events/competitions like “Venture Fest” in Entrepreneurship Development course. (Uploaded for reference in the Additional information)*
- *Participation in classroom discussions.*
- *Written assignments*

2. Allowing the faculty members to conduct *open book examinations*

3. Allowing the faculty members to conduct *online quiz through Quicklearn LMS platform.*

4. Setting a *common exam paper* where more than one faculty member is offering the same course.

5. Allowing the faculty members to conduct *surprise test* and include the performance in CIE.

6. Timely finalization of CIE marks and *announcing well before the deadline* and giving students a chance to look at their bluebooks and raise grievance, if any

7. Unresolved grievances will be taken by the examination committee and will be resolved.

8. Blue books of top three performers will be kept in the library for reference.

9. Examinations/CIE guidelines are framed/alterd as and when required and circulated to all the faculty members to follow.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institution follows very systematic mechanism for internal assessment which is transparent in terms of frequency and variety. The institution ensures that faculty and students are aware of the process/mechanism of internal assessment. The examination committee will update the process of internal assessment. The process or mechanism will be discussed detailed for first semester students in the orientation program.

The Mechanism for Internal Assessment to ensure robustness

- The exam committee will provide the process details of conducting internal exam to faculty members and same will be updated to students. The circular will be prepared for the same and is announced in the class rooms, put on the WhatsApp group and displayed on the college notice board.
- The examination committee will monitor the continuous evaluation in practice to ensure uniformity across all the subjects.
- After every test (surprise/preparatory), faculty will be given two weeks of time to evaluate and announce in the class rooms.
- Any issues with the marks obtained by the students will be discussed with respective faculty for the same and will be resolved.
- As per the University guidelines all faculty members adhere and complete the syllabus before the examination.
- The college conducts one test and one preparatory exam (minimum) in the each semester for every course.
- The results of the students are constantly monitored by the respective subject teacher to ensure consistent performance of the students.
- The preparatory test is conducted for 70 marks. Attendance and assignments are also considered for awarding the internal marks.
- Preparatory exam (Three hour) is conducted by the institution at the end of every semester.
- University final exam time table will be announced in the class room and will be displayed on the notice board.
- ***Detailed flowchart of the assessment / evaluation chart that institution follows is uploaded under additional information for reference.***

Mechanism to ensure transparency in internal assessment:

- To ensure transparency, students are asked to write the tests in Bluebooks provided by the college.
- Bluebooks are valued and returned to the students to cross check. For any grievance students can approach subject-teachers.
- Post internal tests the students are given the checked test papers to ensure transparency.
- Top three performers blue books will be kept in the library for reference to strengthen transparency.
- The final Internal Assessment marks are displayed on the notice board before sending to University

Mechanism of internal assessment to ensure frequency and variety:

Giving lot of flexibility and freedom to faculty members to design their own internal assessment pattern where-in they can consider evaluating on the following ways.

- Case analysis presentations for their respective subjects, Mini projects/Research projects, Participation in classroom discussions and Written assignments
- Participating in the events/competitions like “Venture Fest” in Entrepreneurship Development course.
- Allowing the faculty members to conduct open book examinations
- Allowing the faculty members to conduct multiple online quizzes and tests.
- Setting a common exam paper where more than one faculty member is offering the same course.
- Allowing the faculty members to conduct surprise test and include the performance in CIE.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Institutional -Mechanism for exam related grievances:

As per the direction of examination committee all faculty members will follow the examination procedures. After the exams two weeks of time is given to faculty members to evaluate the bluebooks and allot the marks. The entire process is overseen by the examination committee members and the Director. Final IA marks are displayed on the notice board, before uploading into University portal. Students can contact respective subject teachers in case of any discrepancy in the IA marks which shall be redressed immediately.

The mechanism is transparent, time-bound and efficient at Institutional level:

The college has an effective system, as narrated here-in-under to address the grievances of the students pertaining to examinations;

- The first point of contact is respective subject faculty members to whom the students can directly approach if there are any grievances pertaining to exams. Usually most of the grievances are sorted out at the faculty level, If not the same will be brought to the notice of examination committee members and grievances will be resolved.
- The students are free to approach the concerned subject teachers, examination committee members for any grievance.
- Most of the grievances will be solved at the earliest (within a week maximum)
- The entire process is transparent, time-bound and efficient governed by the **Grievance redressal committee** which meets frequently and redress the grievances.
- Institution has kept **suggestion box** on each floor, where-in students can drop the grievances and suggestions. These boxes are opened once in a month by the Grievances committee and appropriate actions are taken.
- Institution will collect Feedback (on the faculty/course/curriculum) twice in a semester i.e. **Formative and Summative** to give an opportunity to all the students to air their grievances. Using IT solutions we quickly analyze the feedback and corrective actions are taken wherever required.
- Feedback on **Dissertation and Internship Projects** (on mentor as well) is also collected, analyzed and corrective actions taken.
- Institution follows the **Open Door System** where students can directly walk-in to any faculty cubicle, examination committee members cubicle and Director's Office.

The mechanism to redress the grievances at University level:

In case of grievances related to University examinations or any other issues, students are given required

help and support (through our administrative office) to approach the right officials at the University and get the grievances resolved like;

- In case of any examination issues like **reevaluation/re-totaling** students can apply within the stipulated time, i.e. after the publication of the results along with a fee and institution will help the students to apply for the same also will co-ordinate with University and get it processed. Students don't have to go to University.
- If results **withheld** by the University, it will be brought to the notice of the students and with the approval of the students Institution will follow the formalities laid out by the University and get it resolved.
- For any other grievance students can always register their complaints directly in the **University portal**.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institution has **Academic Rigor Committee** which is responsible for the preparation and deployment of Institutional Calendar. This committee prepare timetable for every semester and will follow/adhere the University Academic Calendar as prescribed by the University. Our Institution is affiliated to Bangalore Central University. As soon as the University calendar is released we prepare our own calendar and circulate to all the stakeholders including students. The Academic Calendar will specify:

- The date of commencement of classes
- First and second internal test dates
- Commencement and duration of project work/internship/dissertation, etc.
- Last working day
- Commencement of project work viva voce
- Dates for University events/activities/functions/industrial tours, etc.
- Last date to submit IA marks
- Semester end examinations schedule

Based on the timeline given by the University, Academic Rigor Committee members and Examination Committee members along with the Director prepare Institutional calendar of events which includes major events/functions/activities/competitions/industrial tours, etc. as narrated here-in-under for each semester;

- Annual Sports Day
- Alumni Meet
- Cultural Activities/Competitions/Management Fests/Events
- Departmental activities

- MDP/FDP/CONFERENCES/SEMINARS/WORKSHOPS, ETC.
- Industrial visits
- Internal exams including preparatory test
- Inaugural-of- the-new-batch/orientation program/Freshers party/Farewell Party, etc.
- Other important flagship events of the Institution and the RV group as well

Regular staff council meetings are conducted to ensure adherence to the schedule given in the academic calendar. In case of any deviations, we will rework on the Calendar and inform all the stakeholders. Many a times we have worked on Sundays and Holidays to make up the loss in working days to adhere to the Institutional Calendar. Subject allotment is done well before the commencement of the semester to give ample time for the faculty members to prepare for the courses. The class timetable, prepared by the Academic Rigor Committee is made available to all the students and faculty members so that they can plan better.

Apart from the above we ensure the following for smooth conduct of CIE;

- The **timetable** for each internal assessment is prepared well in advance as per the calendar of events scheduled.
- All faculty members will give **Course Docket** at the beginning of the semester itself which contain every detail and timetable about the flow of the course including the timetable for **CIE**.
- The subject teachers are given *ample time to set the question paper*
- Students are also assessed on the basis of seminars, assignments, practicals, tests and projects as per time table set.
- Institution ensures completion of the syllabus within the stipulated time as laid out in the time table.
- There is a set time table for each and every activity like; Assignments, mini projects, case studies, classroom seminars, PPT presentations for the practical subjects, model making, business plan writing, etc.
- The institution will ensure that, all the departments (Finance, Marketing, HR, IT and General Management) and Centres will conduct the departmental activities as per the time table freezed at the begining of the semester itself with little or no deviation.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

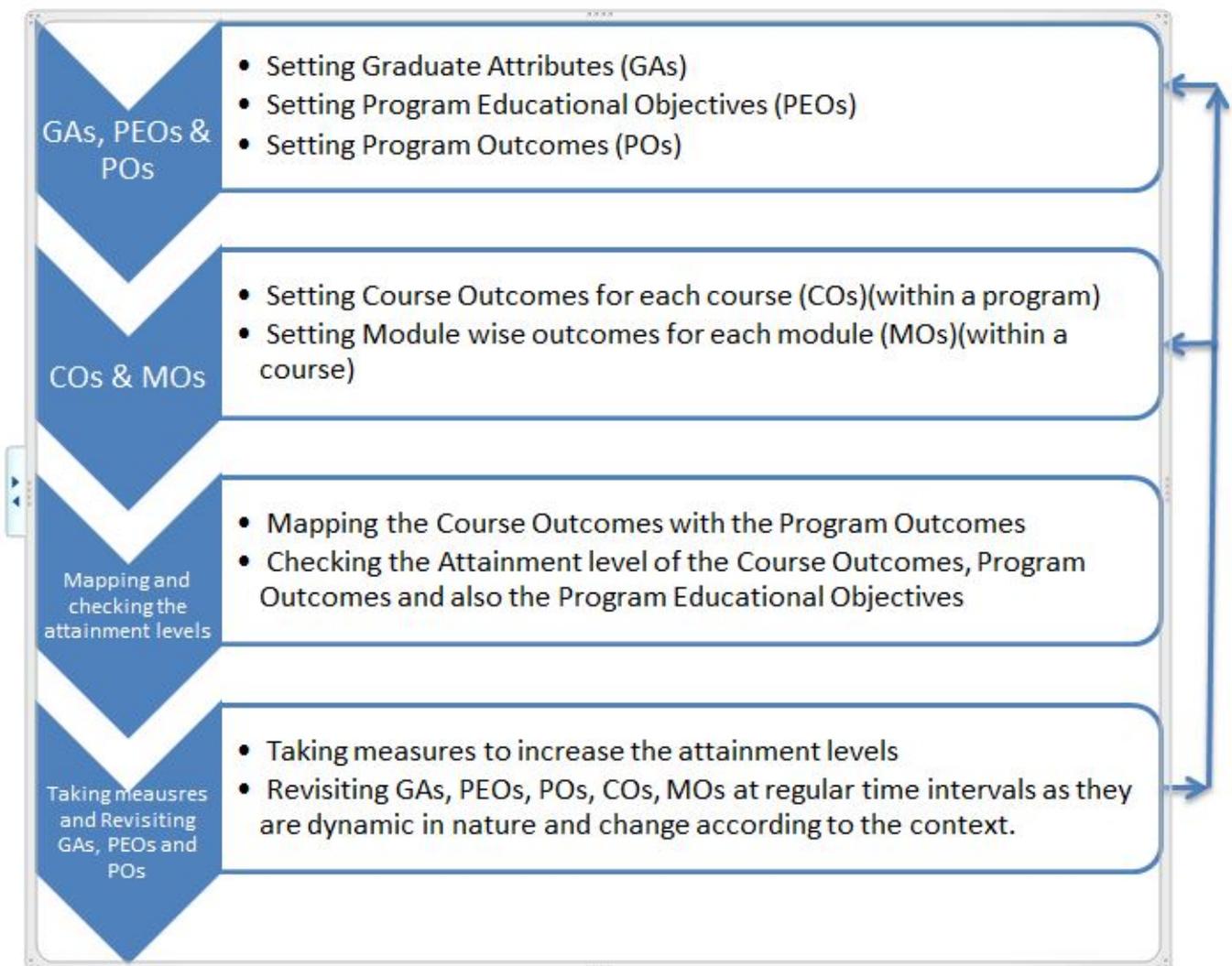
Response:

After a long '**Strategic Retreat**' exercise spanned across six months, where-in we brainstormed, discussed, debated and deliberated on various strategic issues to chalk out a strategic path for the future, we agreed on

the **Graduate Attributes (GAs), PEOs (Program Educational Objectives), POs (Program Outcomes)** as mentioned in the links and uploads. We have made sure that all the GAs, PEOs, POs are aligned with our VISION, MISSION and VALUES. In total we have;

- **Ten** Graduate Attributes (GAs)
- **Five** Program Educational Objectives (PEOs)
- **Eleven** Program Outcomes (POs)
- **Five** Values

which we seriously consider while doing anything and everything. Mission guide the framing of GAs. GAs guide the framing of the PEOs. PEOs guide the framing of POs. POs guide the framing of COs (Course Outcomes) for every course and COs will further guide the framing of MOs (Module wise Outcomes) for every Module of that particular course **as explained in the document uploaded.**



Program Educational Objectives, Program outcomes and Values along with our VISION and MISSION are stated and displayed at various locations and points of contact including;

- **College web portal** (<http://www.rvim.edu.in/program-outcomes.htm>)
- **College corridors, Centres, Seminar Hall, Conference Hall, Workshop Hall, Board Room, MDP Hall, etc.:** Displayed Institution Vision, Mission, Values, PEOs and POs in the corridors of

each floor and all the key places as mentioned above.

- **Orientation Programme:** The head of the institution will discuss the college Vision, Mission, Values, PEOs and POs to the students every year during the orientation programme.
- **Blue Books:** Front page of the Blue book contains Vision, Mission and Values
- **Internal Question paper:** All the faculty members should clearly specify the **Cognitive Levels** along with **Course Outcomes** (COs) and for each question respective CO also should be shown.
- **Course Docket:** The Course Docket that is distributed before the commencement of the course also contains the College Vision, Mission, PEOs, Values, POs and respective subject COs, Module Outcome MOs, Session plan, Syllabus, Research articles. The same will be distributed to all the students in the form of CD.
- **Calculation of Attainment:** The calculation of COs & POs will be done by the faculty and the Co-ordinator. The same will be **updated in the college website**.
- **Classroom Discussions:** Subject teachers will discuss the COs and MOs at length in the first class of every course with students.
- **IQAC:** PEOs, POs, GAs along with Vision, Mission and Values are displayed in the Internal Quality Assurance Cell.
- **Other Institutional Materials:** We communicate our Vision, Mission, PEOs, Values and POs with all the stakeholders through printing them on all our Institutional materials including; scribbling pads, placement brochures, Institutional brochures, Prospectus, Advertising materials, banners, etc. and also viryually on all the digital platforms.
- **Communicating to all the students and other stakeholders including Alumni:** Begining of every semester we communicate our Vision, Mission, PEOs, Values and POs to all the students and also during every meeting (Governing Council meeting, IQAC meeting, Alumni Association meeting, Alumni meets, Students Council meetings, Advisory body meetings, etc.)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The Institution follows the principles of **Outcome Based Education (OBE)** to the core **as explained in the document uploaded**. Every semester we check the attainment levels of each CO (Course Outcome) and map it to the PO (Program Outcome). Every faculty member is responsible for calculating and tracking the attainment level of COs and POs for their course. Head of the Institution call frequent meetings to know the progress made with regard to implementation of OBE (Outcome Based Education) across the Institution. The attainment calculation process will be briefed by Examination Committee members to all the faculty for calculation and mapping of COs and POs in MS excel.

The process of CO-PO attainment exercise is narrated here-in-under;

- Each faculty should set internal question paper which should contain all the COs of that particular subject along with narration on Cognitive Levels followed
- Faculty should assign designated COs for each and every question
- Once the preparatory test bluebooks are evaluated by faculty members they should record the marks against each question the student has attempted.
- The above marks (result) should be recorded in the prescribed MS Excel sheet designed by the Examinations Committee
- Weightage of 65% is given for Internal Assessment marks and 35% weightage to the Semester End Results, as we will not get question wise break-up of marks scored in the University Examinations.
- COs and POs matrix will be prepared for every subject by the concerned faculty and fed to the master CO-PO matrix.
- Formula based Excel sheet model will then calculate COs and POs attainment
- After the announcement of University semester end exam marks the same will be recorded in the Excel model as whole
- Attainment levels are ranked on a scale of four points, i.e. 3= High, 2= Moderate, 1= Low and 0= No attainment.
- The attainment of the COs and POs is done considering both the direct and indirect method of calculating attainment. In the Direct method of attainment, attainment of POs is calculated based on the marks scored by the students in the IA (Internal Assessment) and SEE (Semester End Examination). In the Indirect method of attainment we use the responses by the students (current and passed out) through conducting exit survey and alumni survey.

The institution ensures the attainment of outcomes (COs and POs) as framed by the institution by the students in the course of two years. The attainment evaluation system followed by the Institution ensures error free calculation of attainment of outcomes and are conveyed to all the stakeholders at regular intervals. The attainment is reflected in other forms like better placements.

If the level of attainment is low or less than expected, introspection and brainstorming exercise is undertaken at the Faculty Council and remedial measures are deployed to ensure desired attainment.

At the end of the programme i.e. two years, Institution will get clear idea of attainment of Programme Outcome (POs). This will help the institution to check the progress made with regard to accomplishment of Mission and Vision.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 99.43

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 175

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 176

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 19.05

3.1.2.1 Number of teachers recognised as research guides

Response: 4

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other

initiatives for creation and transfer of knowledge

Response:

RVIM has the vision to foster new-age, industry-driven managers and entrepreneurs who are ready to lead global businesses. To achieve this the Institute has created an ecosystem consisting of the following facilities to strengthen and expand the research, innovation and entrepreneurial activities at the institute.

1. RVIM Research and Consultancy Centre

The Research and Consultancy Centre of RVIM has been recognized as Research Centre by the Bangalore University, Bangalore. The Centre extends the professional guidance and assistance to the research scholars and faculty members pursuing Ph.D. in the institute. The center also undertakes research projects and consultancy assignments from industry and other institutions. Detail as Annex1

2. RVIM Journal of Management Research

The Institute has its own Research Journal “**RVIM Journal of Management Research**” with ISSN 0974-6722 published bi-annually and facilitate in knowledge sharing since 2009. Detail as Annex2

3. RVIM Centre for Innovation, Entrepreneurship and Incubation

The Institute has a strong view that Entrepreneurs of today will build our nation in the long run and hence we have an active Centre for Innovation, Entrepreneurship and Incubation here at our Institute. The Centre aim to contribute and facilitate towards the training of entrepreneurs and building of startups. Detail as Annex3

4. RVIM Innovation Lab

The main objective of RVIM Innovation Lab is to integrate Jugaad and Reverse Innovation concepts and encourage students to develop new products and processes that are novel and unique for social good. Students are trained to develop creative thinking skills and use of open innovation platform. Detail as Annex4

5. The Knowledge Cafe and Research Colloquium Series

The Knowledge Cafe and Research Colloquium Series aims at providing an open and creative conversation on a topic of mutual interest to surface their collective knowledge, share ideas and insights, and gain a deeper understanding of a given subject and the issues involved. The purpose is to facilitate effective knowledge sharing among the faculty members and to develop a knowledge repository for future use and discussing on contemporary research. Detail as Annex5 .

6. Green Marketing Exhibition

To make our students understand the importance of eco-friendly products and to provide them a platform to exhibit their models of eco-friendly products developed by them, the department of Marketing, organizes an exhibition annually. Detail as Annex6

7. Other facilities for Knowledge transfer

The Media Centre is equipped with audio-video recording, editing and screening facilities which can be used for making of short films, recording of lectures and screening of videos/movies.

Usage of multimedia cases, internet based cases and illustrations, ppts, MOOCs , etc. to facilitate better learning and knowledge transfer. We have membership in IIMB library and British library to facilitate teachers in research. We also have Computer four laboratories housing 215 i3 computers of latest configuration with required softwares and connected to high speed 35MBPS 1:1 leased line internet connectivity across campus. We also facilitate Extensive usage of Digital resources- (EBSCO, Capitaline and J-Gate). Detail as Annex7

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 20

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	5	5	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.5

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 2

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 4

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 2.61

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	14	18	16

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years

Response: 0.74

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	5	4	4

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Volunteering gives an opportunity to change people's life, including their own. At RVIM we believe that Volunteering is a way of giving back to the community while developing important social skills and to be a good citizen to nurture community values. RVIM Centre for Social Responsibility broadly encourages students to participate in the community programmes under various categories. The students choose their areas of interest.

RVIM Centre for Social Responsibility Programmes

Environmental Programmes such as climate change mitigation are of importance to sustain life. Here the students extend their volunteering time to reach to nearby educational institutions, Anganwadi and public centres to conduct awareness campaign. Important days like World Earth Day (April 22), World Environment Day (June 5) and World Ozone Day (September 16) are celebrated. On World Ozone Day, students invite children from the community to participate in the painting competition. On World Environment Day, cycling and other sporting events are organized with green slogans.

Health Programmes conducted by RVIM include; Cardiopulmonary Resuscitation (CPR) with the support of doctors to educate people about CPR so that they can provide emergency artificial respiration, Good nutrition awareness camp and AIDs awareness programme across the campus and in the nearby community. For emergency blood requirement, the students have created a donors network to respond immediately.

Swachh Bharat Summer Internship 2018 was carried out at Hullahalli. Presently RVIM Centre for Social Responsibility has adopted six villages under Unnat Bharat Abhiyan and commenced the work in October 2018. Thirty students participated in these.

Other Programmes conducted include fund raising initiative for visually challenged and for victims of terrorism held every year .The amount collected are remitted to Indian Association for the Blind and National Foundation for Communal Harmony.

Separate programmes are done to celebrate Animal Day (October 4), White Cane Day (October 15), Autism Day (April 2), World Suicide Prevention Day (September 10) and others .Such programmes are designed to sensitize the students in the campus and the public through print and electronic media interactions. Gender discrimination and other related social injustice issues are tackled by using street plays and poster making.

Green Campus Initiatives

The campus garden is maintained by students during their leisure. The garden has been awarded during the Horticultural Competitions for **keeping the environment green and clean.**

Recognitions

- The flagship programme of RVIM is '**Computer Literacy Programme for Senior Citizen**'. This flagship programme is the most unique in the world aimed at reducing the digital divide among senior citizens aged 60+ years (the oldest person registered for this programme was 94 years old.) The programme is offered free of cost to the community. This outreach programme made its entry into '**Limca Book of Records**' in the year 2016. Around 1300 senior citizens have benefited so far.
- The National Institute of Mental Health and Neuro Sciences (NIMHANS) have awarded RVIM for conducting the **Youth Mental Health Promotions** in campus in 2015 and 2017.
- Association of Indian Management Schools (AIMS) awarded **Gold Medal for RVIM Centre for Social Responsibility** for its unique initiatives in 2018.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 55

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	11	10	10	5

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 31

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	10	3	9

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 100

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
172	177	174	151	164

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 35

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	3	2	9	9

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 27

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	4	2	2

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Introduction:

The entire campus is **smart- card enabled with RFID facilities** wherein students and staff can access the various facilities inside the campus like Library, Digital Library, Computer labs, Placement cell, etc.

Class Rooms: Eight class rooms are available on campus with PC, LCD projectors, internet connectivity and audio-visual facilities.

- Each class room is provided with sufficient number of ergonomically designed furniture for the convenience and comfort of students.
- Other facilities such as podium, white boards, black boards and stationery such as marker pens, chalks are available in the class rooms to make the teaching and learning process more effective.

Library:

The library has a seating capacity for 120 members with sufficient reading tables. Library is equipped with subject related books, general books, National and International Journals and Magazines. It has membership of IIM-B, National Digital Library (IIT Kharagpur) and British Council Library. The hall has LAN with internet facility and uses **Libsoft software** for its process. Separate reading room and discussion room is available for students.

Digital Library:

Digital library has 50 computers, connected with LAN and internet. Students can access to e-resources and subscribed online data bases like EBSCO, J-GATE PLUS and Capitaline. It has D-SPACE data base software which enables the users to access e-books, e-journals, syllabus and previous year question papers. Digital Library also has collection of CD-ROMs covering many aspects of academic studies and research.

Computer Labs:

There are three state of the art computer labs in the institute with 42 computers each. All the three labs are well equipped with Internet facility, MS Office, SPSS and Tally. Communication (English) and Career Softwares are available in the Lab for students to improve their communication skill. All computers are installed with required software and the same is updated on a regular basis.

An exclusive **Research Centre** is available with six workstations for scholars and students, internet connectivity and audio-visual facilities.

Media Centre

The Media Centre is equipped with audio-video recording, editing and screening (LED projector HD) facilities which can be used for making of short films, recording of lectures and screening of videos/movies.

Centre for Innovation, Entrepreneurship & Incubation

Centre was set up in October 2017. But complete refurbishment happened in month of March 2018. The Centre has a very colorful interior and space for eight incubatee teams; with one pin-up board and one white board for each team. It is equipped with internet connectivity.

Supporting facilities:

The following facilities are used for conducting workshops, seminars, guest lectures, industry-institute interactions and faculty development programmes:

- One state of the art air-conditioned **Conference Hall** is available with 120 seating capacity. It is equipped with internet connectivity and audio-visual facilities.
- One state of the art air-conditioned **Seminar Hall** is available with 140 seating capacity. It is equipped with internet connectivity and audio-visual facilities.
- One air-conditioned **MDP/Training Centre** is available with internet connectivity and audio-visual facilities.
- One air-conditioned **Workshop Hall** is available with 10 round tables with seating capacity 50. The hall has LAN with internet and audio-visual facilities.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

Sports and Games have been implemented in the academic time table and it becomes essential for every student to be associated in at least one sport during the class session and gradually to understand the rules and framework of other games in general. Theory session is engaged by Coordinator for RVIM Sports Mr.A.Chandran, Assistant Professor (For Hockey),Sri.Bapuji ,Visiting Physical Education Teacher (For Track Events &other games).

All the sports facilities are accessible to staff members and students throughout the year. The sports room houses all materials for athletics, indoor games chess, carom, dart, Table Tennis.

Gymnasium is a part of RVIM Centre for Wellness and is equipped with multi station gym facilities, treadmill, Cycle, variable weight dumbbells and other accessories for fitness exercises.

The in campus playground consists for Volleyball court, Throw ball Court, Provision for Ring football and hockey , basketball and shuttle and ball badminton court in quadrangle.

The competitions are organized in campus during the term to identify the participants for any inter collegiate sporting events for individual events. Regular selections are held during the commencement of the session to form college teams.

Some of the outstanding achievements in sports in RVIM in the last decade are Mr. Suman T.S. represented India at International Roller Skating Competition held in France, Ms.Jyostna represented Bangalore University Women Cricket Team, Mr.Yogesh represented Bangalore University in Archery, Mr.Deepak B.G. represented Bangalore University in Inter University Chess.

RVIM Football Team had opportunity to be selected to play in the prestigious Bangalore Football Stadium in a tournament. Sixteen members RVIM played several matches on the Turf which is a rare opportunity for students to be in an football stadium with international standards.

Yoga club is a part of RVIM Centre for Wellness.Yoga Club was officially inaugurated by Director, RVIM in 2018. Members of Staff and Students were invited to avail complimentary membership. The purpose of the Yoga Club and all its forthcoming activities were narrated to all the members during the briefing session. The staff and students were provided with a printed application form for membership. Initially 50 membership forms were filled and the process of membership invitations shall proceed for greater reach.

The Yoga Club is open for every Yoga Enthusiast for Membership at all times throughout the year for staff, students and RVIM well-wishers.

Cultural activities: The Institute has provided the facility for the students to take active part in the cultural activities in the campus. There is a provision of an open stage where students can practice for their events like dance, songs, drama, mime etc. A well designed quadrangle is provided to perform Programmes with in the Campus. Facilities like audio system, mike system, keyboard, recording etc are being provided to build up confidence for stage performances and to perform well. Besides, students organize various Programmes like fresher's day, fare well to outgoing students, cultural Programmes, Savi Sanje regularly which add colors in the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 13

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 63.73

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
67.6	65.45	64.20	90.75	79.75

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Centre For Knowledge Resources (Library)

RVIM has Centre for Knowledge Resources (CKR) which has a rich collection of scholarly books, journals, magazines, dictionaries, encyclopedias, online databases and NPTEL Videos and reports.

To manage the centre professionally, we have been using

1. LIBSOFT (an integrated Library Management System) along with the below mentioned technological interventions to automate various processes:

2. OPAC (Online Public Access Catalogue)

3. RFID enabled smart access

4. CCTV enabled centre

5. Wi-Fi enabled LAN Campus

6. Full fledged digital library

1.LIBSOFT:

RVIM Library has a book collection of 14793 books, (as on 29.10.2018)

For all library transaction LIBSOFT Software is used. The Library has adopted Open Access Method for accessing the books kept in the racks. The web based Library software with OPAC (Online Public Access Catalogue) provide information about the books. Various reports can be generated with the help of LIBSOFT, which is useful for managing the centre. Circulation transaction is fully automated and manual cards are used for supporting the documentation for students only.

LIBSOFT software is used for seamless circulation of books which is linked to SAP (ERP of the entire group) and also to the Libraries of sister Institutions. All library books are Barcoded and students ID Cards are also barcoded.

2.OPAC (Online Public Access Catalogue)

Online Public Access Catalogue is an electronic version of card catalogue since it provides a variety of help to the users and can guide the users in a step by step manner in looking for information that the user is seeking. The user can search by

- Author wise
- Title wise
- Subject wise
- Publisher
- Accession Number wise
- Keyword

3.RFID enabled smart access to the centre

Only Students /Staff having a valid RFID enabled ID card can enter the centre. This is an additional safety and security measure that we have taken.

4.CCTV enabled centre

Entire centre is under surveillance by cctv network.

5.Wi-Fi enabled LAN Campus

The entire campus is Wi-Fi enabled and connected through LAN for easy access at high speed connectivity.

6.Digital Library

We have well-equipped fully automated digital library, which has 40 computers with latest configuration through which user can access all the e-resources including;

- J-Gate +
- EBSCO
- Capitaline
- E-books
- Dspace
- NPTEL videos
- Other resources

6.1 J-gate : it is the most comprehensive database & gateway to access research information. It has 8308 full text journals and 19,826 indexed journals etc.

6.2 EBSCO:Business Source Elite(BSE) offers full text for more than 1100 business publications and contains expanded PDF back files for 150 titles(Back to 1985 or the first issue for that journal)

6.3 Capitaline:

Capitaline is an online corporate database on more than 40000+ companies with their financial and non financial information kept updated every day.

6.4 DSPACE: Dspace software is installed to store information of the digital library, where the user can gets information of the following.

- Course Docket
- Project reports
- e-books (100 McGrawHill text books subscribed by paying Rs. 1.40 Lakhs)
- Old question papers
- Syllabus
- NPTEL videos etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Rare Books Collection:

Our library is the most sought after libraries in Karnataka as we maintain a good collection of not only the textbooks, reference books, journals, magazines and conventional reports, but also the following;

1. Books on Mythology & Spiritual Sciences: 24 Books
2. Collection of good books of local language: 63 Books
3. HBR collection: 52 books
4. United nation's special reports: 16 books
5. RBI Bulletin
6. Karnataka Gazette

1. Mythological & Spiritual Books: For Mythological and spiritual books a separate bookcase is kept for the users.

2. Collection of Good books of local language (kannada) books which are used by students and faculty.

3. Harvard Business Review Books Corner: A separate corner has been made for HBR collection so that students and faculty can access these books easily.

SPECIAL REPORTS:

4. United Nation Publications Reports: United Nation publication reports provide information about the various subjects such as social and economic development aspects of the country, region and the entire world like; human rights, refugees, international trade, Finance, natural resources like water and energy, disarmament, peacekeeping and security etc.

5. RBI Bulletin : Reserve Bank of India bulletin is issued monthly by the department of economic and Policy Research. It carries speeches of the Governor, Deputy governors and executives and directors along with discussions on policy matters.

It is a special report which is subscribed to our library.

6. Karnataka gazette which include rules and regulations and other information of the state.

Harvard Business Review Corner: A separate corner has been created for HBR collection so that user can access these books easily. These books are the best collection in Management, all in one place.

These books offer essential reading selected from the articles of Harvard Business Review on topics critical to the success of every manager. Each book is packed with advice and inspiration from leading expert such as Peter Drucker, Michael porter, Daniel Goleman.

e-books: Rvim library has subscribed to 100 Mcgrawhill Education e-books prescribed text books which are selected by our faculty members. E-books are available in the web ready format. It saves space on the rack and give 24X7 seamless access to students and staff.

Kindle: RVIM Library has two kindles for the benefit of the users. With the help of kindles users can browse download and read e-books, newspapers, magazines, blogs and other digital media using wireless network.

Weekly Display of Books : Library department will display twenty handpick of books in the library every week. These display will be bases on a selected theme

News Paper Clippings: It is one of the method of providing service to users of the library. Impoortant News articles (Information on Educational, cultural, AICTE & University notification, Currency rates, current affairs, etc) are displayed outside Library.

Resource Sharing: In order to enable our staff and students for a wider range of world class knowledge resousces. We have partnerned with the following libraries:

- SSMRV Degree College
- NMKRV Degree College
- RV College of Engineering
- Indian Institute of Management, Bangalore,
- British Council Library, Bangalore
- National Digital library, (IIT Kharagpur)

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 6.44

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
7.54	6.97	6.74	5.45	5.49

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 36.79

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 71

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

R V Institute of Management has always placed IT infrastructure development and its comprehensive maintenance as a top priority, as the institution envisions that adequate world class IT infrastructure & its best maintenance is must to offer quality management education. The Institution invest huge amounts in updating its IT facilities on a continuous basis and make it available to all the staff and students seamlessly.

- Periodically cross checking all the IT equipments & upgrade the same as and when need arises in consultation with the experts is an ongoing practice at RVIM.
- Assessment of the IT Infrastructure is done in the beginning of every academic year and budget is prepared for augmentation, replacement and upgradation of the existing infrastructure. Post approval of the budget the same is implemented in consultation with the experts. iWe also seek advice from the users namely; staff and students on this issue and take appropriate actions wherever required. We consider computer - student ratio, working condition of present equipment and availability of better IT solutions while deciding on the updation and enhancement of IT infrastructure.
- Fool proof maintenance of the entire IT infrastructure is being taken care of through Annual Maintenance Contracts and employing skilled technicians. Renewal of AMC is done after completion of the ongoing AMC agreement. Regular assessment of quality services of AMC service providers (for UPS, Generators, Software Applications, Computer Hardware equipment, CCTV, Switches, LCD Projectors, Internet facility etc.,)is done periodically, to ensure better IT Infrastructure utilization and experience to all the users.
- Optimum utilization of IT infrastructure by the students is ensured with the appointment of best skilled and qualified lab instructors.

Recent Enhancement of the IT Infrastructure

- The institution is having a comprehensive IT facilities (including Wi-Fi) and adequate number of computers, scanners, printers and high speed internet connectivity across class rooms, conference hall, seminar halls, office workspaces, library, computer labs and digital library.
- There are 215 i3 desktop computers and 20 laptops (for faculty members) and 10 application software, 6 system software are available as per latest technological necessities for students as well as faculties. Recently we have purchased 40 computers with latest configuration,
- The entire Institute is Wi-Fi enabled and Computer Labs are connected through Local Area Network (LAN) with internet facilities. Internet is available 24X7X365 for students and faculty members.

- The internet bandwidth in the campus is enhanced periodically as per the technological advancements. recently we have increased the bandwidth from 32 to 35 MBPS. And the institution has also added Netgear WNDAP360 300 Mbps Wireless Access points in Ground Floor and Second Floor in the campus to strengthen Wi-Fi access.
- SPSS software is upgraded from 12.0 version to 25.0 version.
- Technicians, faculties, students and all the users in general are given proper training and guidelines in order to maximize the user experience.
- Institution has employed a well-qualified website coordinator who ensures regular updates of college website. All the important notices (for events and activities) are uploaded in website with approval from the respective authority.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio

Response: 0.96

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 35-50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 69.57

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
83.92	90.31	73.75	75.58	74.93

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Maintenance Policy and Calendar of the Institution

The Institution has a well proven policy involving procedures and processes for maintenance of all the assets VIZ computer systems/servers, technical devices, computer labs, Internet and networking, classrooms, CCTV surveillance system, electronic equipments, furniture, conference / seminar halls, sports equipments, gymnasium, Centre for media facilities, captive Gensets, lift, building, etc. which comprise the total infrastructure of the campus.

The institution's policy statement on maintenance clearly exhibits standard procedures pertaining to fool proof maintenance of all the assets including preventive maintenance. The maintenance calendar is

prepared at the beginning of every financial year which indicate the due date for maintenance, vendor details, details pertaining to AMC renewal dates, etc. and the maintenance is tracked by a dedicated **Maintenance Engineer** who reports to the Head of the Institution. The maintenance policy is framed by a **committee** at the Institution level.

The Budget is also allocated for the maintenance of the assets. There is also a separate division at the Trust level called "Engineering and Maintenance" to plan and take up various maintenance activities like; Painting, civil constructions and repairs, etc. The HOI is given powers to spend upto Rs. 10000.00 in case of emergencies. Otherwise the proposal has to be mooted by the concerned person which goes to management through HOI for approval. Post approval the order is raised to the vendor who in turn take up the maintenance work.

Existing system at RVIM to ensure fool proof maintenance:

- A dedicated maintenance engineer takes care of all the maintenance activities and proper utilization of all the assets, especially the civil and capital assets including furniture, lift, Genset, etc.
- Six staff are employed (**Group D housekeeping staff**) for maintaining cleanliness in the campus.
- One person is employed as **scavenger** (Group D) for daily cleaning of rest rooms.
- One person is employed as **Gardener** for maintenance of the garden.
- **AMCs** have been executed with the **approved vendors** for periodical maintenance of lift, ACs, EPABX system, Centralized UPSs, gensets, etc.
- Approved **Electrical Contractor** is taking care of any minor and major repair works and maintenance of electrical equipments as and when required.
- For any repair and maintenance of civil work, the contractor referred by the Trust is engaged.
- We have backup generator of 82.5KVA in case of disruption of regular power supply from BESCO to ensure seamless supply of power 24X7.
- The institution has centralized UPS System of 30 KVA UPS and 15 KVA UPS for 24X7 utilization of computers.
- The computers and electronic devices are maintained by a dedicated team of qualified technical staff (4 technicians) headed by IT coordinator including; computers, networking facilities, audio-video equipments, CCTV Surveillance system, LCD Projectors, Laptops, Printers, LAN, etc.
- Cleanliness of library (safe keeping of books) and other Centres (Sports) is taken care of by the concerned coordinators with the support of Group D staff.
- 24X7 security staff (7nos) are deployed in two shifts to ensure total safety of the campus and to stop misusing of the assets.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 52.96

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
94	113	119	79	42

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 5.06

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	8	8	10	9

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 100

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
172	177	174	151	164

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 100

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
172	177	174	151	164

File Description	Document
Details of the students benefited by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**Response:** Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document
Any additional information	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 95.14

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
166	162	143	153	150

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 26.67

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	2	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	0	2	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 97

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	12	30	18	12

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council at RVIM

A Student Council is a group of 16 elected students with equal representation from the first and second year, who are pursuing their MBA programme at the Institute. As the students are important stakeholders in our Institute, there is a need to have student representation in the routine functioning of the Institute. With this purpose in background, RVIM decided to constitute a Student Council. The Council works together with a Chairman (HOI) and faculty advisors (Student Welfare Officers) within the framework to provide a means for student expression and involvement in Institutional affairs and activities; opportunities

for student experiences in leadership; and strengthen student - faculty - community relations.

Objectives of RVIM Student Council

1. To contribute to the educational experiences of students by providing them a platform for involvement in the Institute through which they can shoulder some responsibilities.
2. To provide for an opportunity for direct participation in organizing and implementing activities.
3. To promote discipline and general welfare of the student community.
4. To provide avenues for cooperation among stakeholders especially the teaching and non- teaching staff members.
5. To provide a platform for student expression and an increasing amount of self-direction.

Process of formation and Functioning of Student Council

1. The Student Welfare Officers are identified by the Head of the Institute.
2. At least 2 student representatives, one boy and one girl need to be selected from each section through election/Nomination.
3. The elected members then have first formal meeting with the Head of the Institute and the Student Welfare Officers.
4. The Student Council members then select the portfolios wherein they want to contribute like:
 1. Placements
 2. Events/ Activities
 3. Industrial Visits and tours
 4. Sports Activities
5. The Student Council will operate for one Academic year and will change in the next year.

Roles of Members of Student Council:

1. **Chairman (HOI):**
 - Responsible for appointing the Student Welfare Officers and entrusting the role of running the Council to them.
 - Getting the updates from the Student Welfare Officers and the members of the Council.
 - Responsible for Major decisions regarding the Student Council.
2. **Student Welfare Officers (Faculty Coordinators):**
 - Responsible for electing the Class representatives
 - Monitoring and supervising the work of the Class representatives
 - Conducting monthly meeting with the members of the Council.
 - Redressal of the student issues.
3. **Elected Student Council Members:**
 - Act as a prime official channel of communication between the Institution and the student community.
 - Appraise students about all the development happening in the institute.
 - Attending the Council meetings and participating in the deliberations.
 - Expected to have good rapport and cordial relationship with all the students and with other members of the student council.
 - The members will play a responsible role in maintaining the discipline, decorum and integrity of the students at all times.

Glimpse of the Functioning of the Student Council:

The student council recently was involved in organizing the following events and activities:

1. Innoviz – The Creativity Fest
2. Alumni Meet
3. Venture Fest
4. International Women’s day Celebrations
5. Seminar on “ Industry 4.0 and Future of HR”
6. Industrial tour to Chikmagalur. Karnataka.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 34.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	33	37	34	33

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

RVIM strongly believes that Alumni are important stakeholders of an institution and constantly look for the ways to strengthen Alumni Relations through our association and continuous engagement. We call prominent alumni from diverse disciplines to interact with our staff and students on various occasions at regular intervals such as:

1. Industry-Institute Interface (III): Alumni as a Resource Person

III is being organized on a regular basis at RVIM like:

1. Mr. Hemanth.C. (Senior Implementation Engineer, Greypip Software Pvt Ltd., Bangalore) on the topic "**Compensation Management**" on June 10, 2018
2. Ms. Shruthi Srinivasan, (Founder Sahasra) "**Crowd Funding Sources**" for the entrepreneurs to the students on May 14, 2017.
3. Mr. Manash Jyoti Mitra, (Lead Trainer, Zero Effort Technologies Private Limited) on "**Facilitation – An Essence to Engage Participants**" on December 05, 2018.

2. Jury - Alumni as a Jury Member

Alumni are being called on a regular basis to be the judge for various events organized at the institute like:

1. Mr. Roshan Ranganath (Entrepreneur in Conservative Energy) served as a judge for the event conducted on **Exhibition** on the theme "**Green Marketing**"
2. Mr. Vinay Shankar (Serial entrepreneur) was invited as a Jury member to judge the **Business Model Round of the Venture Fest** Event conducted on 21-04-2018
3. Mr. Roshan Ranganath (Entrepreneur in Conservative Energy) was invited as a Jury member to judge the **Final Round of the Venture Fest Event** conducted on 05-05-2018

3. Alumni Entrepreneurs are being called on a regular basis to share their experiences to RVIM students about their entrepreneurial journey in the form of workshops like:

- a. Mr. Noel Abhishek and Mr. Navaneeth Shenoy discussed on "**Orange Mart**",
- b. Mr. Hemanth Chandru discussed on "**Rural Research and Entrepreneurship**",
- c. Mr. Srivatsa Vivek Vaidya on "**Family Business**",
- d. Mr. Roshan Ranganath discussed on "**Alternative Energy**"
- e. Mr. Vinay Shankar discussed on "**Serial Entrepreneurship**"
- f. Mr. Amith Hebbal, discussed on "**Tridegree Healthcare**"

4. Advisory Body Meeting(s) and IQAC Meetings(s)

Alumni are invited to provide their valuable inputs during the conduct of Advisory body Meetings and IQAC Meetings organized at the institute at regular intervals:

a. Advisory Body meeting:

Entrepreneur Mr. Mohan Sira, Proprietor of Agarbatti Manufacturing unit at Sira, has shared his valuable inputs during Entrepreneurship Cell Advisory Body meeting held at the institute.

b. IQAC Meeting:

Alumni from various batches(like Mr.Puneeth and Ms.Punya Gopinath) participate in the IQAC meeting conducted at the institute to provide their valuable inputs to enhance the quality of the academic activities of the institution.

5. Internships and Placements

Alumni have helped the students of RVIM by providing internship and placement opportunities in the companies they work for on continuous basis.

6. Mentorship

“Alumni Mentorship Programme”: Each student is tagged to an alumnus who will serve as mentors based on their specializations to provide valuable guidance to the students of RVIM on a continual basis.

7. Sponsorship

Alumni have sponsored for the various events organized at the institute either in cash or kind on continuous basis.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 4 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 10

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	2	2	2

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Leadership team at RVIM

The leadership at the institute has men and women of wisdom, knowledge and experience from diverse fields. There are various bodies set up at the institution which includes;

- Faculty Council
- IQAC
- Governing Council
- Advisory body
- Board of Trustees

These bodies meet often to discuss, brainstorm, deliberate on various strategic issues pertaining to the Institution with an end objective of achieving the Program Educational Objectives, Program Outcomes, Vision and Mission of the institute, through framing and implementing Long Term & Short term strategies which are in tune with the Perspective plan for the future.

Strategic Retreat

A strategic retreat is conducted in order to revisit the vision, mission, perspective and strategic plans at set interval of time to align our strategic path with the changing times and circumstances.

Vision, Mission and Values of the Institution are mentioned here-in-under and the Graduate Attributes, PEOs and POs are attached as Annexure I.

Vision

To Become World Class Management Institute of Eminence

Mission

To nurture global thought leaders by offering holistic management education fostering Business Intelligence, Innovation and Entrepreneurship for inclusive growth and sustainable development

AND

To provide value added services to Business, Government and Society through staff empowerment and collaborative engagement

Values (TRIPH)

- TRUST
- RESPECT
- INTEGRITY
- PROFESSIONAL
- HUMANE

Faculty Council

Faculty Council consists of all the faculty and meet regularly to discuss, brainstorm, deliberate and decide on various operational, tactical and strategic issues of the Institution

IQAC

IQAC is composed of all the stakeholders and meet once in three months to take necessary decisions and initiatives to ensure the improvement in the overall quality of education.

Governing Council

The Governing Council with representation from Trust, Affiliating University and faculty members is responsible for the effective functioning of the Institute and also to give a strategic direction to the Institute.

Board of Trustees

The Board of Trustees, the apex body of the Institution monitors, advises and supports the strategies and the activities of the Institute in realizing its vision and mission.

Advisory Body

Advisory body consists of stalwarts from the Industry and Academia. The body meets once in a year to advise us on the strategic path for the future.

Role of HOI and involvement of faculty in the implementation of the perspective plan

The head of the institute ensures transparency by involving and inviting innovative ideas and suggestions from the faculty at different levels for improvement of quality in all the functions. He then takes these ideas and suggestions to the next level and implement the same through the congruence of Management. The Leadership ensures the compliance of academic and administrative processes and procedures along with the continuous improvement through regular systematic audits, checks and monitoring.

The Departments and Centres are given the freedom to prepare the budgets for a year planning the activities to be conducted for students and self-development. All the proposals are approved by the Head of the Institution after necessary analysis.

The allotment of the responsibilities are made through the formation of different committees wherever required for the effective implementation of perspective plan.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

DECENTRALIZATION

The Institute has a mechanism for delegating authority and providing operational autonomy with departmentalization approach based on different areas of specialization such as Finance, Human Resources, Marketing, Information Technology and General Management. Each department co-ordinator and the members are authorized to plan and organize academic programmes and events.

PARTICIPATIVE MANAGEMENT

The institute promotes a culture of participative management by involving the Faculty members, Non-teaching members, students, Alumni, External representatives and Parents in various activities of the institute. The committees/centres/cells/clubs are formed involving all stakeholders as mentioned below to fulfill the objectives of providing better learning platform.

A sample case study reflecting the practices of decentralization and participative management is as under:

VENTURE FEST 2018

INNOVATIVE PEDAGOGY FOR DEVELOPING MANAGERIAL JOB COMPETENCIES

This case is about a unique initiative, “Venture Fest 2018” introduced by R V Institute of Management to empower the MBA students with entrepreneurial mindset. Apart from fostering the entrepreneurial spirit among the students, this case focuses on how an innovative pedagogy was planned and implemented with the longitudinal purpose of developing managerial job competencies.

The students were given basic inputs (knowledge, tools, and theory) on entrepreneurship through a series of interaction sessions by the faculty members, cases studies, and pep talks from the entrepreneurs in the beginning of the course.

Venture Fest is a unique, initiative where the students studying the subject of entrepreneurship are divided into groups/teams (balanced in all respects). They are then instructed by faculty members to brainstorm and come up with a business idea that they would be able to run for a day. The members of each group have to collectively raise the required funds and marshal the required resources through available means. There were 4 rounds involved in this event. The first round was organized on April 21, 2018 [Ideation using Business Model/Lean Canvass]; Second round was conducted on April 28, 2018 [Business Plan]; and the third and fourth round on May 5, 2018. [Implementation & Maximum Profit / Revenue] Jury was carefully selected.

The case delves into how an out of the box pedagogical initiative like the “Venture Fest” can solve the problem of classroom boredom and make the learning more interesting. The design, development and the implementation of the initiative is covered exhaustively in this case.

The outcome of this initiative is an eye opener as the students experienced the entire process and challenges of being an entrepreneur. The quantum of learning happened through the participation in this event especially in terms of building key managerial competencies like; entrepreneurial thinking, effectual reasoning, action orientation, calculated risk taking, etc., and go a long way in their career.

This case study is an epic example reflecting the process of participative management and decentralization. It was an initiative by faculty of entrepreneurship and well supported by all the other departments and students in execution. The programme was successfully implemented with the support and encouragement by the HOI which showcased the effective process of decentralization and participative management at all possible levels.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Institution has a perspective plan for six years envisioning for the institutional development. A recent strategic retreat was conducted in the month of September 2018 with a series of discussions in order to revisit the vision, mission, perspective and strategic plans preparing to enter the next orbit of success. The process involved all the faculty members including HOI.

After a series of discussions and brainstorming of ideas to understand and deliberate on, the perspective and strategic plans were formulated considering the new vision and mission of the institute.

As iterated in the strategic plan for the future and as reflected in Program Outcome, we wanted to impart skills in the area of Business Analytics (a sample case). There are several activities taken up for the excellence of Faculty members and students in this area. One such activity is the Diploma in Business Analytics offered for four semesters in collaboration with IBM.

RVIM and IBM offer Diploma in Business Analytics

RVIM has collaborated with IBM to offer specialized Management Diploma in Business Analytics as a part of IBM Innovation Centre for Education [ICE] Program. The programme is designed to train Post Graduate Students countrywide to acquire the skillsets which are demanded by the industry 4.0.

The program also has an indepth knowledge on Data Warehouse, Big Data & Hadoop and also knows the usage of several analytical tools. This course is structured for total duration of four semesters consisting of

240 hours [60 hours in each semester]. At the successful completion and assessment of each IBM-ICE module, students will progress towards achieving the completion certificate and “IBM Diploma” badge.

Objectives of the course

1. To provide conceptual knowledge in the Business Analytics
2. To provide interdisciplinary knowledge
3. To expose students with advanced tools used in industry
4. To develop team work experience of professional skills for IT Industry

To skill the students to identify, analyze and solve Business Analytics problems by applying knowledge of Mathematics, Statistics and Engineering with modern computational tools in the specific areas of:

- A. Data Mining and Predictive Modeling
- B. Business Intelligence
- C. Big Data Analytics

Career Prospects

- Business Analytics Strategy Consultants,
- Business Intelligence and Performance Management Consultants, Advanced Analytics Consultants, Enterprise Information and Management Consultants,
- Enterprise Content Management Consultants and more

The Diploma course help students to develop their employability skills and thus providing better placement opportunities in new avenues of corporate world.

The Skill development programme [Diploma in Business Analytics] will be offered by experts from industry [IBM company] as domain-specific and industry specific training and development programme. **These programmes are well planned to achieve the institutional short term and long term strategies for better placement opportunities and increase in the average CTC by 10% year on year. It also helps to target International placement opportunities with leading MNCs globally.**

The programme also helps in the professional development of Faculty members as they undergo Train The Trainer Programme by the experts of IBM and thereby facilitating students to complete this course successfully.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Institution has a well-defined de-centralized **organizational structure** to coordinate the academic and administrative functions. The structure consists of statutory bodies like the **Board of Trustees, Governing Council, Director / Chairman - IQAC**. The Director is the academic head of the Institution. He provides leadership and guidance in planning, organization and execution of all programmes with the active support and participation of the faculty and non-teaching staff members.

The **Trust** of the institute provides financial assistance for Institute as and when required. They also involve in framing the **long term strategy for the development of the Institute**. Besides this, Board of trustees advises the institute as and when required.

External members are part of **Governing Council, Research Advisory Committee, Library Advisory Committee and IQAC** which provides stakeholders perspective and ensure transparency and fairness in the system. These bodies also guide the institution through chalking out strategic path for the future.

The Institute has departments based on different areas of specialization such as **Finance, Human Resources, Marketing, Information Technology and General Management**. Professor, Associate Professor and Assistant Professor in the department function as a team and take care of all the activities of the department.

In addition to the above, the institution has **students' council, faculty council, centres of excellence and clubs** to manage various activities and functions of the institution in a decentralized manner.

The roles and responsibilities of various **committees** are well defined in order to ensure role clarity and accountability.

Administrative Office is entrusted with key activities of Admissions and Examinations, all the day to day activities, communication to stakeholders, effecting affiliation from Bangalore University, (through online of Gnanasangama web-portal of KSHE), and approval from AICTE. Updating data to AISHE (MHRD Govt. of INDIA), Participation in NIRF by providing necessary data. Financial administration as per the instructions of HOI is effectively carried out by the team members of RVIM office.

Service Rules, Promotion Policies, Performance Appraisal, Welfare Schemes and Grievance Redressal Mechanism are in place. The Institute has well-structured system for professional development of the faculty and staff. Financial assistance schemes for staff development are also clearly defined through well written policy. Achievements of faculty and staff are also recognized.

The Grievances of the faculty and staff are addressed timely by the HOI to maintain healthy environment in the Institute. With a view to promote quality based education and to build up cordial teacher-student relationship, the college has started **Students' Grievances Redressal cell**.

Anti-Ragging Committee ensures compliance with the provisions of the Regulations and any law for the time being in force concerning ragging; and also monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the institution.

Sexual Harassment Prevention Committee:

Committee members meet to discuss and resolve the problems, if any received in writing from the concerned students/staff. The committee maintains the minutes of the meetings and submits the copy of the same to the Director. The committee conveys the decision to the aggrieved students/staff in writing from the institution.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The Institute made its honest efforts to implement the resolutions passed in the governing council, IQAC and other committee meetings. The institute also conducts Governing council body meeting twice in a year to present the progress of the institute and to chalk out the direction for future. Apart from these bodies, there are different departments / committees / cells/ clubs to organise events and other activities of the institute and implement the same. These departments / committees / cells/ clubs discuss the activities such as Faculty Development Programmes, Workshops, Seminars, Series of Lectures from experts, National or State Conference for faculty and students, Intercollegiate Management fests and prepare plan of action in detail with budget and other requirements to implement the same.

Title of the activity : Student Holistic Development (A sample Case)

Holistic development has been the primary thought process this year across RVIM leadership team. It involves not only academic but also non-academic development which becomes an essential part of overall performance for student as they get into Industry.

RVIM has decided to adopt 3-dimensional framework towards student development and progress tracking in the IQAC meeting scheduled on 19th February, 2018 and the same was pursued further and implemented as detailed here-in-under;

This framework involves

- Profiling tools
- Regular mentoring process
- Tracking progress and improvement on 10 different skills.

Profiling & Assessment

Profiling helps students of the Institute to identify in a systematic and organized way, their strength and weaknesses. It helps to identify the best opportunities available for a student - to enhance and achieve their set goals, to overcome the challenges that they may encounter.

Careers Anchors

Understanding career preferences will help students to plan their career in a way that is most satisfying and will help understand why there are aspects of role that are not satisfying.

Psychometric Tests

While Career anchors identifies what kind of career will suit a person, psychometric test helps in understanding “who you are” as person on 16 personality traits.

Profile Card

Above two assessments are done as point in time assessment, while profile card allow students to help assess students based on their own self-awareness as baseline (start point) and take them to a desired state (end-point) in an incremental process with the help of mentoring process.

This assessment tool helps in tracking student progress over a period of entire programme (4 semesters). Mentor [Faculty] work with mentee [student] by focusing on smaller set of skills at a time and help them improve the skills which are required from industry perspective.

RVIM identifies and provides external interventions as and when required to engage student in experiential learning for foundational or placement skills.

Putting together all the interventions of Profiling & Assessment, Mentoring and Need based specific interventions, make the holistic development framework, complete and enables student to identify, track and achieve regular all-round improvement over a period of his 4 semesters in program.

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The welfare measures followed by the Institution for the teaching and non-teaching staff include:

- **Drinking Water:** At every floor of the institute safe & hygienic portable drinking water is provided.
- **Infrastructure and other facilities to carry out their work effectively:** Well-furnished and spacious seatings are provided to each member of the staff to work comfortably. Each faculty is provided with a Laptop / desktop having access to the internet facilities, audio-visual aids for

effective presentations. General Library and Digital Library facilities are extended to all the staff so that they can access e-resources including EBSCO, J-gate & Capitaline remotely.

- **First aid appliances:** They are provided and are readily accessible so that in case of any minor accident initial medication can be provided to the needed employee.
- **Festival advance:** On occasion of festivals, the employee is eligible to take advance money of Rs. 4,000.
- **R V Employees' Association** - Employees of RV Group can become a member of RV Employees Association and can avail certain facilities such as Loans, Welfare Programmes and other facilities provided by the association.
- **Financial support to attend FDPs, Conference, Seminar & Workshops** - The institute provides the financial support to all the teaching & non-teaching staff members for their professional development.
- **Gymnasium facilities** - The institute has a well-equipped gym facility for the employee health & fitness
- **Canteen facilities:** Canteen facility is available so as to provide hygienic and nutritious food.
- **Lighting & Ventilation:** Proper and sufficient lighting & ventilation facilities are provided.
- **Safety & Security:** Adequate safety & security measures are adopted by the institute in order to ensure that there will be no unpleasant incidents taking place.
- **Rest rooms:** Adequate numbers of restrooms separately for staff are provided with provisions of water supply, wash basins, toilets, bathrooms, etc.
- **Employee Assistance Programmes:** Various assistance programmes are arranged like counseling service so that employees can get counseling on various matters.
- **Maternity Leave:** Employees can avail maternity leaves for six months.
- **ESI Scheme:** This insurance scheme provides adequate insurance coverage of employees whose monthly salary is below Rs. 15,000/- for expenses related to hospitalization due to illness, disease or injury or pregnancy.
- **Employee Provident Fund:** This scheme is available to all staff members which includes gratuity and pension contribution.
- **Health Insurance Policy:** All the staff members are given health insurance policy with coverage of One lakh.
- **Free Medical Camps:** Free Medical check-up and eye camp programmes are organised.
- **Fee Concession:** Fee concession of 25% will be given to the children of the staff members who are studying in the Institutions managed by the Trust.
- **Leave Facility:** Casual Leave [12], Duty leave [15] and Earned leave[10 for vocational and 30 for non-vocational] are given to all the employees. There is a provision for earned leave encashment also.
- **Special leave:** Special leaves are given as and when required.
- **Salaries and scales** [including DAs & TAs] are revised time to time.

File Description	Document
Link for Additional Information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**Response:** 81.33

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
36	5	17	17	17

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 11.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	11	16	13

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 100

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	22	24	24	24

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

TEACHING STAFF

A] Self-Appraisal [Once in a year]

- 1.The self-appraisal form will be filled in by the staff by providing the details of teaching, results obtained in internal examination and varsity examinations, books and papers published, conferences, seminars, workshops, training programmes, research, consultancy and academic administration carried out during the academic year.
- 2.In the appraisal form, the Head of the Institute gives the feedback about the overall performance of the faculty on the basis of the information provided by the staff members in their self-appraisal form and sent it to Management.
- 3.Management then based on the recommendation of HOI decide on increment/promotions etc.
- 4.The entire feedback of the HOI and Management is shared with the faculty to set targets for improvement.

B] Teacher Evaluation Plan [Once in a year]

Evaluation will happen using two broad Indicators API (Academic Performance Indicator) and RPI (Research Performance Indicator)

API (Academic Performance Indicator)

Faculty Members will be evaluated for 100 points split as follows;

- **Students Feedback** : 25 Points
- **Head of the Institute will evaluate on overall academic performance:** 25 points
 - Usage of innovative pedagogical tools
 - Overall preparedness before engagement of a class and command over the subject
 - Quality of the course docket
 - Informal feedback from the students
 - Personal experience
 - FDPs/MDPs/Workshops attended
- **Contribution to Institution Building: 25 points**
 - Unique self-driven initiatives (programs, events, certification courses, clubs, industrial visits, collaborations, industry interactions, seminars, conferences, FDPs, MDPs, etc.)
- **Execution of responsibilities assigned (Major and Minor) with a sense of ownership:** 25 points

[<60: Needs Improvement; 60-70: Satisfactory; 71-80: Good; >80: Excellent]

RPI (Research Performance Indicator)

Evaluated for 100 points split as follows;

- Publications (Research articles and case studies) in peer reviewed indexed journals of repute with ISSN Number: 20 points per publication
- Book publication with ISBN number: 25 points
- Participation and presentation of research work in reputed conferences organized by renowned Institutions: 10 points per participation and presentation
- Offering consultancy services to the organizations (profit or NFP), NGOs, Govt. departments, etc.: 25 points for each completed assignment
- Undertaking funded research projects (Major and Minor): Major: 50 points and Minor: 25 points
- Undertaking extension projects: 20 points for each project.

Minimum score of 50 is desired from each faculty. Every faculty (along with another faculty) has to complete at least one Consultancy/ research/extension project in a year.

NON-TEACHING STAFF

A] Self-Appraisal [Once in a year]

1. The self-appraisal form will be filled in by the staff by providing the details carried out during the academic year.
2. In the appraisal form, the Head of the Institute gives the feedback about the overall performance on the basis of the information provided by the staff members in their self-appraisal form and sent it to Management.
3. Management then based on the recommendation of HOI decide on increment/promotions etc.
4. The entire feedback of the HOI and Management is shared with the staff to set targets for improvement.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a well-established mechanism to conduct both internal and external audit, regularly by the **practicing Chartered Accountants**. The internal audit will be conducted **every quarter** [April to June, July to September, October to December and January to March] by the internal auditors (Chartered Accountants) appointed by the Management. And the external audit (statutory) will be conducted once in a year post March 31st.

All the entries (Payments and Receipts) are made into the Systems Applications and Products- Enterprise Resource Planning (**SAP-ERP**) systems currently after following the required process and procedures.

Prior to April-2018 entries were made in the **TALLY-ERP** systems. We have a designated Accountant (Qualified and Trained) to take care of the accounting entries of the Institution. Accountant is supported by the Office Assistant who will assist the accountant in his duties. Together they will take care of the day to day accounting of the Institution. We follow the practice of entering all the transactions on the day of occurrence.

After every quarter, we invite the Internal Auditors to audit our books of Accounts. Team of internal auditors will visit the institution and carry out the Internal Audit and on successful completion of the audit, report is submitted to the Institution. Auditors will note the deviations if any and bring them to the notice of Head of the Institution and Management. Based on the merit, objections are resolved by the Head of the Institution and the Management as the case may be.

After the internal audit of all the four quarters, we invite statutory auditors to come and audit the books of accounts. Any deviations/ objections raised by the statutory auditors will be looked into and resolved by the Head of the Institution and the Management. And after rectifications if any, the final report will be submitted by the internal auditors to the Head of the Institution and for the Management. Audit reports (both internal and external) are uploaded in our website to maintain transparency with all our stakeholders.

After complying with all the deviations and objections, final reports are submitted to the Institution and Management for their approval and post approval, the financial accounts, documents, and reports will be used for all the statutory purposes. Auditors are nominated by the Board of Trustees during Annual General Meeting and the entire process of auditing is totally transparent.

Our Institution is amongst the first few groups of Institutions which use **SAP-ERP** [which incorporates key business functions of an Institution] systems across all the Institutions. It consists of number of fully integrated modules and currently we have the following modules up and running;

- **Material Management**

- **Financial Accounting and Control (SAP-FICO)**
- **Human Capital Management**

Totally we have a fair mechanism to settle any set of audit objections as the financial audit is carried out by both internal and external statutory financial auditors.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Our institute is a self-financed institution; **the major source of revenue is the fees collected from the students** during admissions. Also, we generate revenue through **registration amount and sponsorships from different organisations for various programmes, activities or events** such as Management fests, Seminars, Meet ups and Conferences organised in the Institution.

The following are the other sources through which we generate revenue/ income:

- **Renting facilities:**

Renting facility such as Computer labs (For various online and offline tests or Examination, Classrooms (During KMAT Examination) and Seminar hall or Conference hall (For various Programmes/events) is provided on holidays and Sundays.

- **Consultancy assignments:**

We encourage all our faculty members to take up consultancy assignments from various businesses/ NGOs/ Government organisations to have an access to deeper level of expertise in their interest areas or domain specific areas so that the practical aspects of organisational applications and operations can be

made known and the same can be used in their classroom teaching. The revenue earned through consultancy services is shared between the Institution and the consultant (faculty) in the ratio of 40:60.

- **Funded research projects:**

Institution is aimed at promoting a rigorous research culture, supporting knowledge creation and undertaking socially-relevant research projects for faculty members. The research projects in these areas are sent to funding agencies and financial support is solicited.

- **Using various centres to generate revenue:**

Institution has various Centres of excellence through them additional revenue is generated for the institution such as:

- Centre for Media
- Centre for Innovation, Entrepreneurship and Incubation
- Centre for Alumni Relations
- Centre for Research and Consultancy

These are the sources for mobilisation of funds/ revenue and the Institution optimally utilise the resources through systematic financial planning process which is in place. The institute estimates its overall expenditure and prepares **consolidated budget** every year. For any expenditure related to the Institutional events or programmes, the faculty and other staff members have to take prior approval of the Head of the Institution and submit proper bills or necessary proof for such expenditure. After necessary scrutiny of the bills and related documents by the Head of the Institution, amount will be released by the accountant.

At the end of each financial year a **comparative statement of budgeted amount and actual amount spent** is prepared to see the deviations in utilisation of the funds. This will help to monitor efficient and effective use of financial resources in the institute.

The institute has implemented **SAP - Enterprise Resource Planning** system where in all the transactions are tracked through centralised system which will help in managing accounts effectively. In the entire process of planning and management, there will not be any duplication of entries, assets and payments to any vendors.

In spite of all the revenue that is generated, if institution enters into deficiency, our Trust “Rashtreeya Sikshana Samithi Trust”, which runs 21 institutions in total will fund the deficiency as lot of funding is raised through donations from donors/ philanthropists and other charitable organisations at the trust level.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes**Response:**

The IQAC meetings are conducted every quarter to discuss about Strengthening Academic & Administrative activities. Following **two best practices** are institutionalized as a result of IQAC initiatives:

A] Student Council:

RVIM Student Council is a body of 16 students, who are pursuing their MBA programme. As the students are the important stakeholders in the Institute, there was a need to have student representation in the strategic decisions of the Institute. With this purpose in the background, RVIM decided to constitute a Student Council in the month of March 2018.

1. The Student Welfare Officers were identified by the Head of the Institute.
2. The Student Welfare Officers meet the HOI and chalk out the process of selecting the student representatives.
3. At least 2 student representatives, one boy and one girl will be selected from each section.
4. The Student Welfare Officers visit the classes and tell the students about the student council.
5. The class is then asked to nominate / elect their representatives.
6. The voting rights of the students are exercised if more than one boy or one girl student are nominated.
7. The students getting maximum votes in the respective class become the class representatives and members of the student council.
8. The elected members then have first formal meeting with the Head of the Institute and the Student Welfare Officers.
9. The student members select the portfolios like
 1. Placements
 2. College Events
 3. Industrial Visits
 4. Sports

The student council will operate for one year and will change in the next year.

B] Assessment of suitability of MBA student before opting for any specialization**Facilitating to choose right specialization**

We introduce a framework for understanding the student ability/aptitude for a particular area of specialization so that he/she can choose right specialisation.

Goal

The need to understand the suitability of every student for a particular area of specialization is necessary for better academic performance & career.

Practice

The students are given an opportunity to appear for an **assessment test** in all the areas of specialization. In each of the specializations a set of 25 MCQs are administered to test the basic knowledge of the students in the concerned subject. These are evaluated by the faculty members of the respective departments. The next step is to conduct an **Interview** to know about their **Career goal, Professional interest and Future plans**. All these 3 parameters together with the marks scored in the assessment test are taken for a total score of 100. Every department prepares an eligibility list by taking 60% as the qualifying marks for choosing the area of specialization.

Evidence of success

All the faculty members in the respective departments are involved in the process. This has helped the students in understanding their strengths in a particular area of specialization. This will facilitate the students in choosing the right specialisation so that they will fare better in their career. The process has ensured transparency in the system of providing specializations to the MBA students.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

IQAC takes review of teaching learning process in the institute at regular intervals. It mainly comprises of the HOI, Trustees, Industry experts, Alumni members. Departmental senior faculty members and student members as coordinators and members. Under the able guidance of the Head of the Institution and Departmental coordinators, committee monitors the class wise, faculty wise, subject wise teaching and learning activities.

The two sample initiatives implemented as a part of teaching learning reforms recommended by IQAC are as follows:

1. Linkage with Industry and NGOs - Industry Academia Insights Interaction Program (IAI Program)

As stressed by IQAC, MBA being a professional course meant for industry, Government and NGO, Institution has to work very closely with the local industries, Government and NGO. In this direction, linkages are established with the companies for Faculty internship, Industrial visits, student internships, etc., in order to make classroom teaching more interesting and industry relevant and practical oriented.

The IAI Program also proposes be a forum for exchange of latest research and knowledge in various areas of HR Management between the academia and industry. Based on need, the Insight Interactions could also extend to providing opportunities to do research and consulting for the industry and explore other synergies as may be mutually deemed fit.

The faculty members have established linkages and regularly visit the following companies and discuss with the industry mentors as part of IAI Program:

- Oracle Financial Services and Software, Bangalore
- Kennametal India Pvt Ltd, Bangalore
- Motorola Ltd, Bangalore
- Astra Zeneca, Bangalore
- Accenture, Bangalore
- Makino Industries, Bangalore
- Magnum Honda, Bangalore
- Tomy Hilfiger
- Aditya Birla Group (Birla Carbon and Aditya Birla Fashion Retail Ltd)
- Sparsh Hospitals

The institution has established linkages with various NGOs as well for organizing various extension programmes to strengthen the societal connect:

- Swasahaya, Bangalore, an NGO catering to the needs of senior citizens
- Artha Shakti, Bangalore
- Loins Club, Bangalore
- Rotary International, Bangalore
- RVIM Senior Citizens Alumni Association
- Working with villages of HullaHalli Village of Anekal; Taluk as part of Swatch Bharat internship Programme.

2. Focus on skill development programmes:

RVIM being affiliated to Bangalore Central University has been following university curriculum which is being revised from time to time. However, to make the students 'first day, first hour' industry ready and to bridge the gap between industry demand and current curriculum as recommended by IQAC, we have been offering various value added courses, short duration certification courses, workshops and seminars. Some of the courses offered are follows:

- SAP (HR), SAP (FICO) and Digital marketing Certificate course in association with NICT
- Green belt Certification course in lean and Six-Sigma in association with KPMG
- Diploma in Business Analytics In association with IBM
- Advance MS-Excel in association with NICT
- NCFM certification course in association with NSE
- Series of workshops on contemporary developments happening in different domains
- Industry Institute Interaction series
- Alumni interaction series
- MOOCs
- Industrial visits and Student internships

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 30.2**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
41	23	19	37	31

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Post accreditation quality initiatives undertaken during the last five years grouped under following heads are narrated in brief;

Curricular Aspects

Value added courses:

The number of value added courses that were offered earlier were restricted to those related to the areas of specialization. However, at present, the courses encompass the contemporary topics like Digital marketing, SAP- FICO and SAP- HR, Business Analytics. All these areas are most relevant in the industry and are most sought after.

Teaching - Learning Evaluation Process

The teaching -learning and evaluation process has seen a drastic change over the last five years. Presently, the need of the hour is **Outcome-Based Education**. RVIM has implemented this system wherein course dockets are prepared and shared with the students at the beginning of each semester by means of **Learning Management System** offered by **Quiklearn**. Students can access the entire content 24X7 and raise queries as well to the teachers. Teachers can also conduct quizzes to know the level of understanding on the subject matter by the students.

The institution also encourages using of innovative pedagogical tools like flipped classes, experiential learning through lab based sessions, action based learning, industrial visits, field visits and so on. Case Study and Mini projects were given to students for independent learning. Remedial classes were conducted for slow learners and ample opportunities were given to the students who fall under advanced learners to enhance their knowledge and skillsets further by attending conferences, seminars and value add programs. Regular student workshops and seminars were organized.

Extension Programmes

The institution believes in sensitizing the students towards CSR and also focusses on to connect with the society. Hence lot of importance is given to the participation in extension activities. We conduct several extension activities to sensitize the students across all spheres.

Infrastructure

- Digital Audi-Video Studio was established with latest equipment and software as part of Centre for Media.
- Brought 40 new Computer systems of i3 versions recently and constantly upgrade the systems
- Establishment of Centre for Innovation, Entrepreneurship & Incubation to facilitate and foster Entrepreneurship.
- Established state of the art Workshop Hall where-in we can conduct workshops / activity based

sessions in a round table setting.

- Centre for Wellness with full-fledged Gymnasium and sports facilities
- Established Counseling Centre facilitated by a professional psychological counsellor
- New Girls Common Room with all the facilities
- Increase in Internet Bandwidth to 35 MBPS (1:1 symmetric line) to facilitate high speed internet connectivity
- New Reading Room facility

Using Alumni Network

- For Alumni Mentorship
- For Better Placements and Training

Some of the Best Practices institutionalized;

- Green Initiatives
- Green Audit
- Student Profiling
- Implementing SAP ERP for better Administration and e-Governance
- Training Calendar
- Students Council, etc.
- Quicklearn LMS
- Implementing Outcome Based Education

Apart from the above & as recommended by Peer team during their visit, we have also worked in the following areas:

- Student Exchange Programs
- Long Term Perspective Plan for the development
- New Programmes catering to Skill Development
- Strengthening Linkages with industry and NGOs
- Strengthening Library resources
- International Collaborations
- Improving Teacher Quality

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 12

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	3	1	2

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

The Institution motto - Equal opportunity and promoting gender equality

A campaign was organized to understand from the student community as to the importance of gender sensitization and behavioural issues. Various video show programmes related to women and sexual harassment were organized. Debates and focused group discussions have been organized for the students on topics like; women in male dominated jobs, work life balance, women entrepreneurship, etc.

1. **Safety and Security:** The Institution has taken significant steps in ensuring the safety of students and staff by putting in place fool proof mechanism and a high standard of safety. The campus is **RFID enabled** whereby, no outsiders can enter the campus without permission. **24X7 security** is deployed at the main entrance and also at the entrance of the Institution. This ensures safety of the students and staff in campus. Institution has conducted programmes on gender equity for the students. These programmes have emphasized on safety issues of women, self-defense for women,

women assault awareness, cybercrime, social media abuse, and sensitization about the severity of such issues.

Hygienic health and safety of women in the campus has been ensured by way of installing the **sanitary napkin vending machine** and the incinerator in the ladies restrooms. (**Annexure 1**). Workshops on cyber security emphasizing on dangers involved in excessive Social Media usage have been organized.

2. Counseling: The institution has put in place a scientific ‘Student Counseling System’ for the effective management of problems and challenges faced by students. It is a unique, interactive and target oriented system, designed to address common student concerns ranging from anxiety, stress, fear of change, homesickness along with a whole range of academic worries. The institution has identified lady faculty member as student welfare officer for the girl students. The officer counsels and redresses grievances of the girl students. The institution has also tied up with a qualified **psychological counselor** in case of need of the students. The counselor regularly visits the institution on Tuesday every week and the students can directly seek an appointment to meet the counselor. The mentors are also advised to refer any of their mentees for counseling in case of need. (**Annexure 2**)

3. Common Room: A common room has been identified for the girl students to use by them. This common room has all the facilities including wash room and a hall for discussions with comfortable seating arrangements. The girl students can use this place as a reading room also. Newspapers, magazines and periodicals are made available in this common room.

Gender Equity initiatives:

In order to promote gender equity among the students the institution has brought in a policy of flexible seating arrangements in the classes without any discrimination between girls and boys. The institution encourages and promotes equal opportunities to girl students in all the college activities and placement drives. Equal representation of girl students is made for the Institute’s Student Council. A gender audit is conducted on regular basis.(**Annexure 3**)

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 4.5

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 9900

7.1.3.2 Total annual power requirement (in KWH)

Response: 220000	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 10	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 2200	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 22000	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <p>Waste Management is one of the prime concern areas that the Institution has been working for since its inception. Necessary steps have been initiated to efficiently manage the waste generated in the campus. We look for innovative methods of managing the wastage that is generated in the campus and involve students also in this exercise.</p> <p>The process of waste segregation has been initiated in the institution wherein we have different coloured bins for different types of wastes, i.e., Blue bins for dry waste, Red bins for non bio degradable waste and Green bins for bio-degradable waste.</p> <ul style="list-style-type: none"> • Solid waste: The solid waste generated in the campus majorly comprises of paper. The remaining solid waste is categorized into three categories i.e dry waste, wet waste and non biodegradable waste are processed further. The solid waste has reduced over the span of 2 years, almost to 50%

due to the initiatives towards re using of paper and paperless office.

The dry waste is collected and handed over to the BBMP garbage truck which comes for collection of waste. The wet waste is also handed over to the BBMP garbage truck for further processing.

The non bio-degradable waste like plastics, plastic bottles is sent to the recycling centre where they are recycled. (Annexure 1)

- **Liquid Waste: Sewage Treatment Plant:**

We consume water for different uses like domestic, processing, washing, and various miscellaneous works resulting generation of waste water in the form of effluent or sewage which may result water pollution.

Treatment of sewage has become a mandatory requirement in today's world of densely populated regions. However, putting up working sewage treatment plants to handle the volumes of sewage generated is challenging.

Inspite of all these challenges, we got the STP installed by Envirowisers Pvt. Ltd. This STP system comes with advanced technology with MBR systems for sewage treatment. MBR systems utilize micron filtration combined with microbial degradation to maximise the efficiency.

The plant is designed to treat sewage generated to the extent of 20KLD (20,000 Litres a Day) with an operating period of 24 Hrs.

Wastewater (liquid waste) from flushing the toilet, bathing, washing sinks and general cleaning goes down the drain and into a pipe, which joins a larger sewer pipe under the road. The larger pipe also joins a major pipe that leads to the treatment center.

(Annexure 2)

- **E waste:** E-waste in the Institute are the depreciated Computer systems and devices including printers, scanners, UPS, monitors, etc and other electronic devices. All these are sent back to RSS Trust for further disposal. The trust takes a decision to sell them to the vendor who in turn recycle, or upgrade and circulate them to other Institutes under the Trust. We call for the tenders from the approved vendors whenever we want to dispose off the e-waste. They in turn process it further and make value of it.

File Description	Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting at RVIM

RVIM is known for its initiatives towards environment protection. Various programmes have been initiated in this direction. In view of the acute scarcity of water in Bangalore, the Institution has made all efforts to minimize wastage of water supplied by the BWSSB. It is strictly used for drinking purpose only. For other requirements like gardening and washing, rain water that is harvested is used.

The Institute makes concerted efforts towards environment protection. Efforts are made towards water conservation. There are provisions made for rain water harvesting in the campus of the Institute. The entire area of quadrangle behind the college building is used to collect the rain water through pipelines and gutters running from entire terrace area of all the buildings into an underground reservoir sump of the **capacity 2,00,000 litres**. This open area is at a lower level than the ground level. The path way has a slight slope to facilitate free flow of rain water. The holes that are provided near the steps leading to this open area are meant for collecting the rain water. This water is collected and stored in the **underground reservoir sump** and reused for gardening and washing purposes in the entire campus.

The entire domestic consumption of the water, i.e. for gardening, washing, cleaning, etc., other than the drinking water is being taken care of through the rain water harvesting. The water is pumped out from the sump using a pump set and fed into the other overhead tanks. The water is then supplied for various needs from these overhead tanks.

The rain water from all the roof tops from all the buildings in the campus also gets accumulated in this underground sump. The systems used for water collection is based on simple techniques that are very easy to maintain. The system used at present involves negligible expenditure. There are pipes that are erected from the rooftops leading to the reservoir sump. This ensures that rain water collected on the roof tops does not get wasted.

Presently the huge water requirement in the Institute for non drinking purpose ,to a large extent, is met by rain water harvesting . The Institute has a well maintained garden and has extensive green landscaping. The maintenance of greenery in the campus involves a huge requirement of water. Hence, extensive efforts have been made for effective utilisation of rain water collected in the underground reservoir sumps. This is evident from the fact that our utility bills have reduced from by around 35%. The institute proposes to improvise on the rain water harvesting model being presently followed. This will be taken up with the involvement of external consultants.

Currently, we are **harvesting around 60 lakh liters of water** in the campus.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**

- b) **Public Transport**
- c) **Pedestrian friendly roads**
 - **Plastic-free campus**
 - **Paperless office**
 - **Green landscaping with trees and plants**

Response:

Green Practices are very popular in the Institution and it can be reflected not only in the premises of the campus but also Students, staff using bicycles, public transport & pedestrian friendly roads.

a) **Bicycles:** There are few staff or students who regularly use bicycles for commuting. There are few bicycles owned by the Institution that can be used by the staff and the students anytime to commute within small distances nearby. There are also initiatives like cyclothons , awareness programmes, etc that are organized to promote the usage of the bicycles.

b) **Public Transport:** Majority of the students and staff use public transport systems like bus and metros to commute. The recent survey conducted by the institution shows 65% of the students using public transport .It is also the practice of the institution to take the students in a convenient public transport for events and industrial visits. This is definitely a step towards environment protection.

c) **Pedestrian friendly roads:** There are pedestrian friendly roads near the entrance and opposite to the space for parking where the students and staff can walk safely. The pavement is designed in a very convenient manner so that the pedestrians, ie, the staff and students can walk safely.

- **Plastic-free campus:** The campus is moving towards becoming plastic free. The Institution discourages the usage of plastic bottles and plastic bags for any of the college purposes. The institution conducts awareness programmes for the students towards making the campus a plastic free zone. The Institution believes in conducting plastic free events where food and beverages are served in steel plates, spoons and cups. The campus has installed 3 water purifiers in all the three floors, due to which there is no scope for using plastic water bottles on any occasion. There are various quotations and slogans installed in the campus to encourage and motivate the students and the onlookers to reduce the usage of plastic.
- **Paperless office:** The Institutions has discouraged the use of paper to a larger extent by practicing communication through email, whatsapp and messaging. The circulars and important information are communicated through the electronic mode. But in case of requirement the Institution tries to use one sided papers (reusing of paper) for printing and documentation. In this direction, the management has sanctioned the upgradation of internet bandwidth from 32 mbps to 35 mbps. All the Institutions part of our Trust use **SAP ERP**, first of its kind initiative to promote paperless e-governance.
- **Green landscaping with trees and plants:** The campus is lush green and the landscaping is planned and implemented to accommodate as much as greenery as possible. There is also a **trained gardener** Mr. Borashetty appointed for the same and has been winning the **best garden award** from many years. Every floor and corridor have plants and creepers. The campus has a beautiful vertical garden where the exterior walls are full of creeper plants. This gives a soothing ambience in the campus. The campus also has a well maintained ornamental garden.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.5

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.76	2.30	1.72	1.08	0.72

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 20

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	9	3	2	3

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 33

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	9	9	4	4

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 21

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	3	4	4

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The institution is known for upholding the Universal values. In this direction makes consistent efforts to mold the students into responsible citizens. These values can be drawn from the contributions of great, illustrious personalities of our nation, who have made exemplary efforts towards promoting the virtues like universal brotherhood, upliftment of the downtrodden and so on.

The institution has a unique Centre of excellence called as the ‘**Centre for Indian Culture and Heritage**’ which organizes these programmes. The occasions are marked by an invited talk from an eminent personality who has made significant contributions in the field. These programmes are attended by the students compulsorily. This helps in imparting the values to the students.

The institution has been celebrating all the three national festivals i.e **Gandhi Jayanthi**, Independence Day and Republic Day.

- Most of the years the new batch of MBA is inaugurated on October 2nd to mark the celebration of Gandhi Jayanthi. This upholds the Gandhian virtues.
- Every year Independence Day and Republic Day are celebrated by the RV Trust . The staff and students of the Institution report to R V Public School for celebration of **Independence Day** every year on August 15th. On this occasion, Flag Hoisting is done by the dignitaries , followed by a cultural programme, On this occasion, special issues of the News letters of all the institutions are released. These special issues highlight the programmes and activities organized in the institution. This special issue will also include articles about our National Identities like the National Flag, Constitution, etc.
- The RV Trust celebrates **Republic Day** every year in a very unique manner by recognizing the achievements of staff and students and organizes felicitation to student and staff achievers across the institutions of R V Group every year on January 26th. After the Flag Hoisting, the felicitation programme is organized.

Apart from the national festivals the Institution celebrates the birth and death anniversaries of some eminent personalities including Dr. Ambedkar, Swami Vivekananda, Mata Sharada Devi, Ramakrishna Paramahamsa, Basava Jayanthi, Vyas Jayanthi, Kanakadasa Jayanthi, etc.

- The birth anniversary of **Swami Vivekananda** is celebrated on 12th January as Youth Day and on this occasion, many programmes are organized for the students. On similar lines,
- **Ambedkar Jayanthi** is organized every year on 14th April and on this day an eminent speaker is invited to address the students and emphasize on the contributions of **Dr. B R Ambedkar**, the main architect of Indian Constitution.
- **Kanakadasa Jayanthi** is celebrated to commemorate the life and contributions of the Saint Poet of Karnataka, Kanaka Dasa. On this day, a documentary film about the life and works of Kanakadasa is screened followed by a lecture on the contributions and relevance of Kanakadasa’s works even to this day.
- The Centre for Indian Culture and Heritage at RVIM organizes **Mata Sharada Devi Jayanthi and Sri Ramakrishna Paramahamsa Jayanthi** to inculcate among the students, the virtues and universal values which were propagated by these illustrious persons.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:**Yes, Institution maintains transparency of financial, academic, administrative and auxiliary functions:**

Our institution believes in maintaining complete transparency in its financial, academic, administrative & auxiliary functions. Considering the financial matters institute appoints internal & external auditors every year. This decision is always taken by the RSS Trust. Audited statements regarding financial activities are circulated to all the concerned members of the Trust and the Governing body. The information regarding the Institute is freely made available to the public through our website viz.: www.rvim.edu.in. We always take care of our students from their enrollment to their overall development. Recruitment of faculty & all necessary procedures are practiced as per the guidelines given by **higher education department, University & UGC**. All circulars regarding, students, teaching staff & nonteaching staff are circulated & displayed on the notice boards. RSS Trust is the highest decision making authority, which consists of members from the management, teaching staff & nonteaching staff. Planning & execution of different auxiliary functions are discussed & decided in this committee, which are communicated to all stake holders of our stakeholders.

Financial Transparency: All the financial transactions of the Institute are centralized routed through the **SAP** modules (MM, FICO, and HCM). For example, First a Purchase request is raised in SAP-MM module. This will go for approval to the concerned authorities. We will call for quotations against the PR (Purchase Request). After the comparison Purchase Order goes for approval. If it is for goods, a goods receipt is raised against PO (Purchase Order) and if it is services, a service entry sheet is issued. Then it will finally go for the payment process. **No cash transactions** are entertained. Any payments above 1000 Rs are paid in cheque. **Internal audit is conducted every quarter. Annual Statutory Audit is carried out by external consultants or Chartered Accountants.**

Academic Transparency: Faculty members are given an opportunity to indicate their subject preferences before allocation and accordingly subjects are allotted. All the faculty members are involved in the process of preparation of timetable. All the information about seminars and conferences are circulated among the faculty members and they are free to choose the suitable one in their areas of expertise. They are given equal support and opportunity to attend the same. **Frequent Faculty Council Meeting** are convened to update about happenings in the Institution. The faculty members are shared with both formative and summative feedbacks taken from the students at the end of the semester. Student Council is formed with student representatives and are involved in the decision making process. All the information for the student development are circulated and communicated through WhatsApp groups of students. They are also displayed in the notice boards.

Administrative and Auxiliary Transparency: Service rules are made available to all the staff members and a copy of it is kept in the library for their references regarding all the service matters including;

1. Availing of Leaves.
2. Increments
3. Performance Appraisal
4. Promotions

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice 1

Title of the practice : **Mentoring Advancement Programme (MAP)**

Goal:

- To institutionalize the mentoring process so that the students can benefit through regular interactions with their mentor and thereby receive all the care, advice and support provided by the mentor.
- To leverage student value addition through innovative approaches in mentoring.

The Context:

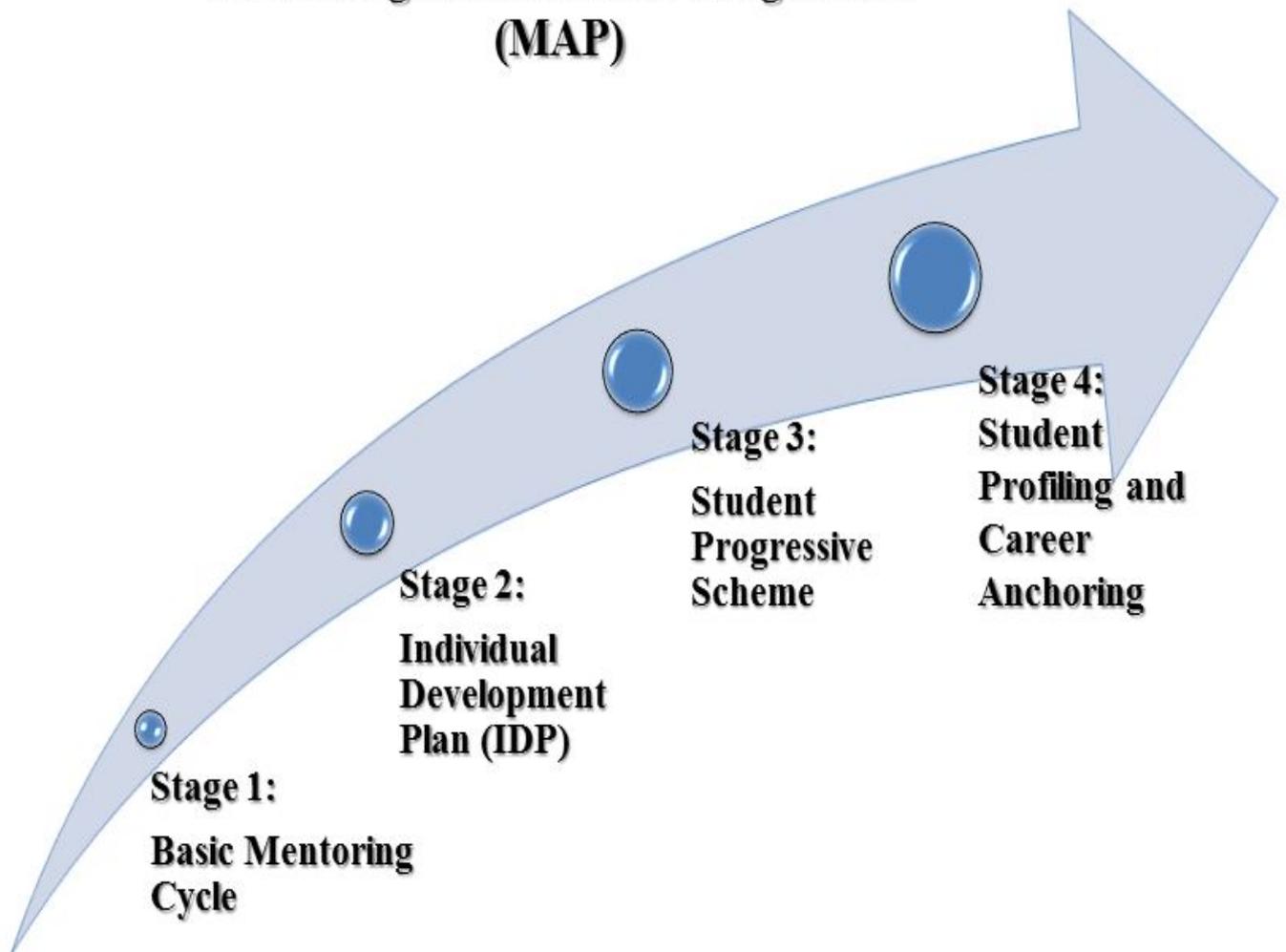
Mentoring is a relationship which is a two- way learning and sharing experience, based on acknowledgement of capabilities, competencies, emotional connectivity and investment in each other. The mentoring activity provides psychosocial and career functions to the mentee. Mentoring relationships in organizations have received considerable recognition as a means for enhancing the career growth and personal development of the individual. It is a partnership between two people built on trust. It is a process in which the mentor offers ongoing support & developmental opportunities to the mentee, the mentor offers guidance, counseling and support in the form of pragmatic and objective assistance. Both share a common purpose of developing a strong two-way learning relationship.

The mentoring process often begins with a simple contact where a mentor and the prospective mentee meet for the first time. This meeting may be formal or casual. The contact leads to the next stage of mentoring process viz., exploration. This is a continuous process of seeking mutuality and compatibility in a relationship. The next essential step that comes is the mutually accepted protocol in the relationship. The next step is to identify goals and objectives after which the approach towards these objectives is planned. Accordingly the appropriate strategies are worked out. Nevertheless these strategies are put to work and continuously monitored and reviewed. The final step is to terminate the process and move ahead.

The Practice:

The Stages of Evolution: There has been a continuous advancement in the mentoring process practiced in the Institute over the past five years. There are **four distinctive stages** of the mentoring advancement observed in the given years.

Mentoring Advancement Programme (MAP)



Stage 1: Basic Mentoring Cycle (2013-2015): This is a simple mentoring process that was started and focused on the following principles of mentoring:

The Mentee drives the Mentoring agenda.

2. Engagement is on a voluntary basis for both the Mentor and the Mentee
3. The Mentoring relationship is confidential
4. Mentoring is non-directive in its approach.
5. It is a relationship built upon trust and mutual respect
6. The Mentor empowers the Mentee to take responsibility for their own learning and career development.
7. The relationship places no obligation on either party beyond its developmental intent.

The major functions emphasized in this model were career and psychosocial functions. The mentor cycle thus adopted in the institution had following phases:

1. Rapport-building
2. Contracting
3. Direction-setting
4. Progress making
5. Success
6. Closure

The meeting agenda was fixed based on the above phases.

Stage 2: Individual Development Plan (IDP) (2015-2017): The Individual Development Plan has to be created for each mentee in presence of the mentor. Dimensions for the development of the mentees like skills, exam performance, communication, etc should be identified for and relevant targets for improvement have to be set for the same. The mentor has to guide the mentee on the how to achieve these targets. In subsequent meetings the mentor and the mentee both should evaluate the progress of the mentee in achieving the benchmark.

The success of the mentorship programme is dependent on the achievement of the following outcomes.

- a) Examinations: Motivating & supporting the deserving mentees to get a rank in the University examinations. Ensuring that all the mentees clear their internals and University examinations.
- b) Specialization and Placements: Ensuring that the mentees take up the most suitable specializations, that the mentees are very clear with their goals and are placed or are corporate ready by the end of the fourth semester.

Stage 3: Student Progressive Scheme (2017-2018):The MAP has evolved from **IDP stage to Student Progressive Scheme** involving five steps, which are as follows:

- **Step 1: Purpose**
- This is the orientation process which answers the questions of Why students need a mentor? And Why the faculty members have to be the mentors?
- **Step 2: Engagement**
- In this phase mentor allocation is done and the mentorship methodology is introduced to the mentors.
- **Step 3: Planning**
- **Here the mentee and mentor develop a mentoring action plan, which includes goals, action steps, resources, timelines and how they evaluate success specific to their mentoring relationship**
- **Step 4: Emergence**
- **In this step** the mentorship committee will track and control the mentorship process.
- **Step 5: Completion**
- The **completion** phase is a time for celebrating mentor and mentee accomplishments, evaluating the mentorship relationship and effectiveness of the mentorship programme.

Stage 4: Student Profiling, Psychometric testing, Career Anchoring and Professional mentoring

(2018-2019):

The students allotted to Mentor in a very scientific way so as to ensure that there is a good mix of boys and girl students from different academic backgrounds, and from the different divisions. This will ensure a healthy discussion and also good interaction between the students. Further, the allotted will meet and interact with mentor during the scheduled time on an individual basis. Students' personal data sheet and other details are maintained by mentor. During the process healthy environment is built up. During the spare time the mentee has opportunity to meet mentor for discussions.

Profiling: Institution makes profiling of each student on various essential skill sets. The profile card for each student is filled by making use of the **psychometric testing** where the student is administered the **16PF personality test** (which identifies the skills like, Communication Skills, Leveraging IT, Social Skills, Command on English, Entrepreneurial Mindset, Attitudes, Decision Making, Placement Readiness, Domain Specific Skills, and Mentor Prescribed Skills) and the **various personality traits** are identified. A detailed report is generated about each student and this is shared with the mentors. Student profiling is monitored by the mentor through a unique **Progress Radar for each semester**. The mentor will facilitate in improvements wherever necessary. The information thus collected by the mentor about his/her mentee will be considered for customizing the placement training. (Annexure 1).

Career anchoring test is administered to the students which takes into consideration various attributes indicating the students' **inclination for a particular career path**. This information is conveyed to individual student. This will help them to understand where they stand.

Mentor gives suggestions to improve upon those skill sets. This will enhance their skills and improves their personality. The student profile card takes into consideration certain key aspects and the students are evaluated on these attributes.

Once the Profile Card is prepared and a mentor is allotted, mentee –mentor interaction starts, wherein skill sets of the students are assessed and targets are given for improvement in KSAs.

Every Semester Profile Card is updated and Skill sets are tracked one on one by the mentor. Detailed report is prepared and shared with the student.

Evidence of success:

Mentoring has helped the students to take up challenges, overcome obstacles and difficulties in their day today life. Mentoring also helps the mentor to know and relate with the students better, develop judgment skills and build a better rapport with the students. Mentors provide guidelines to their mentees when they participate in activities of other institutes like case study competitions, management festivals, etc. The incidents of ragging, miss behavior are absent in our campus. Mentoring has helped to build confidence in the students since mentors are in constant touch with the mentees. This results in enhanced learning activities on campus. There is improvement in the students' development from semester to semester. One more evidence to the effectiveness of mentoring is zero incidents of ragging and misbehavior. In total it is reflected in the better placements of the students year on year.

(Annexure 2).

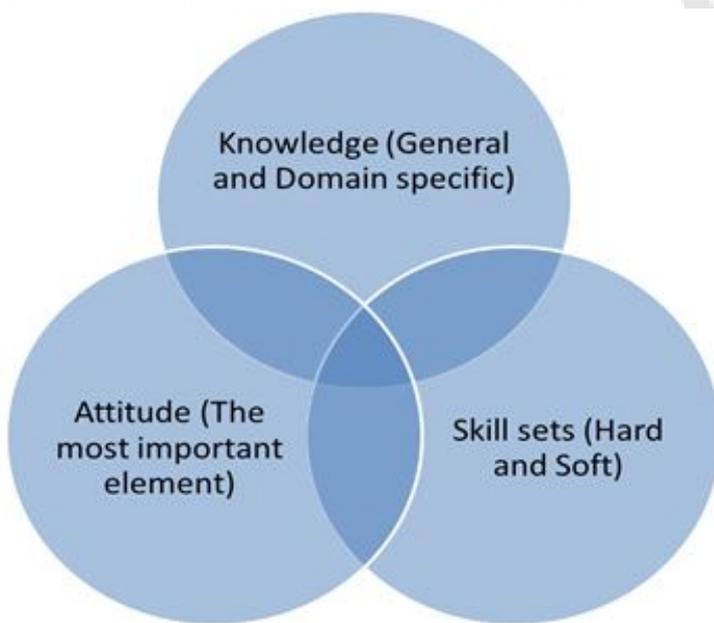
Problems encountered and resources required:

Students in the first semester hardly know the mentors when they are assigned to them. **This brings about some apprehensions in the minds of students about the kind of rapport that will develop with the assigned mentor. Even sometimes parents too feel uncomfortable in initial days. However later on students and parents realize the role of mentor and begin to value it.** The entire mentoring approach is built on personal interaction with the students. Many students are inherently reserved and have to be focused upon a great deal by their respective mentors, so as to be given better guidance and support. Institute provides full support for this practice. It also provides necessary resources required for this program.

Best Practice 2- Institutionalised Training Calender

Title of the practice – Imparting customized and structured Training Programmes to make the students Industry-Ready.

Objective: The training programme is designed to give the students of RVIM the necessary exposure to train them in all the domains, specialized soft skills which are essential in today's corporate environment, in order to help them transition easily from the campus to the corporate world. The three main important elements of a training programme are:



Methodology:

General Discussions

Outbound Training Program

Quizes

Interactive Sessions

Presentations

Role Plays

Management Games

Group Exercises

Audio/Video exercises

Area

Personality Development

Life Skills

People Skills

Pre-Placement

Soft Skills

How we groom them through structured training calendar:

- Developing a workable training calendar
- Profiling
- Appointing and grooming a Training Officer who will coordinate all the efforts
- One day in a week dedicated for training
- Using the services of professional trainers
- Different kinds of training
- Internships
- Alumni mentoring and peer mentoring
- Every faculty has to play the role of a trainer and a mentor
- Using innovative pedagogical tools

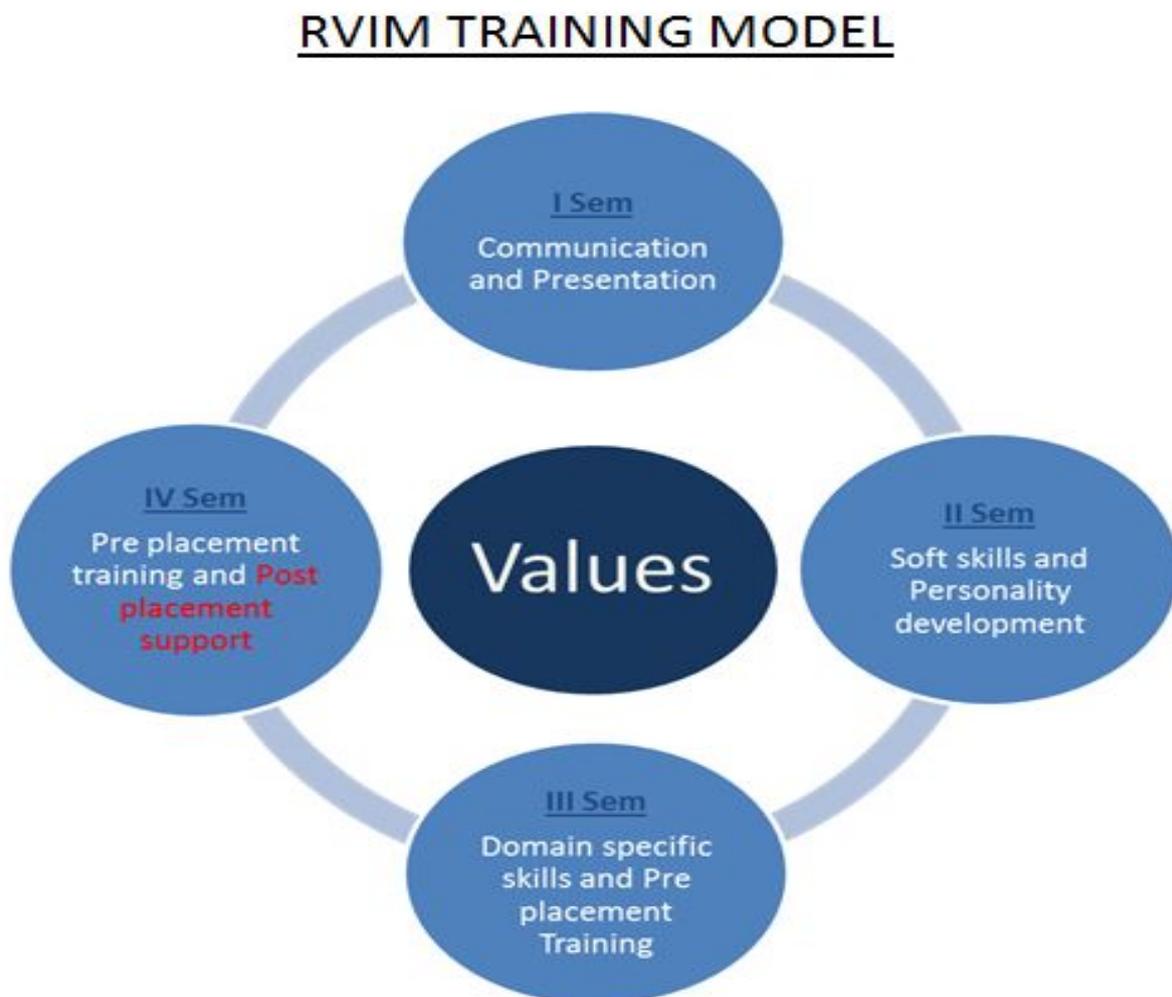
Profiling: The first step

- Base line profiling when they first enter the campus using:
- Psychometric tool
- Career anchor framework
- Profile card on various skill sets;
 - Communication and presentation
 - Command over English
 - Attitude
 - Entrepreneurial mindset
 - Decision making
 - IT skills
 - Social skills
 - Mentor prescribed skills
 - Aptitude, Interviewing, GD and PI skills.
 - Domain specific skills profiling: The first step

The entire process involves;

1. Profiling every semester
2. Measure the progress
3. Structured mentoring (Train the mentor programs)
4. Add the skillsets in the second year to more specific ones keeping placement in mind
5. Interviewing skills GD skills
6. Domain skill sets
7. Mental Aptitude

RVIM TRAINING MODEL



Training Calendar that we follow meticulously, semesterwise, is illustrated here-in-under where-in we dedicate all Saturdays other than some working days for Training and Development of students;

Semester 1

- English Immersion course for selected students based on SWOT Analysis
- Computer Literacy (Entry level) for interested students

Semester 2

- Aptitude Training on Saturdays for 2hrs
- Soft-skill Training on Saturdays for 2hrs which includes Business Etiquettes, Negotiation Skills, Time Management, Stress Management and Health Management, Problem Solving & Decision Making, Selling Skills, and Leadership Skills.
- Computer Literacy for interested students on weekdays for 2hrs which includes Advanced Excel formulae, nesting of functions, introduction to VBA programming, preparation of business charts, etc.

Semester 3

- Aptitude Training on Saturdays for 2hrs
- Computer Literacy for interested students on weekdays for 2hrs
- Pre-placement Training on Saturdays for 2hrs including Group Discussion Skills, Interview Skills, etc.
- Domain Specific Training on weekdays.

Semester 4

- Pre-placement Training on Saturdays for 2hrs
- Domain Specific Training on weekdays.

Expected Training Outcomes:

After undergoing all these trainings, the students would be able to:

- Develop industrial relevant competencies to help them perform well in their respective stream of work.
- Develop a thorough understanding of how to portray themselves as thorough professionals.
- Develop skills to fare well in the interview and group discussion processes.

Summing up the unique approach (in philosophical terms) that we follow as described here-in-under;

- MBA is a training platform
- Profiling is important. Psychometric testing and Career Anchoring testing are important
- Design a training calendar keeping the individual profile in mind (one size doesn't fit all)
- Implement the training calendar like a curriculum without any dilution using the best trainers (inhouse and out-house)
- Offer lot of value added programs/courses to enrich the profile of the students

Evidence of Success:

One of the best practices employed by training and placement department of the Institution is to seek feedback of the quality of training provided to students and also feedback of performance of the students who are placed in different organizations. After every session of training program feedback is sought from the students. The feedback is measured with the set objectives and if any deviations, corrective actions are taken immediately in consultation with the Head of the Institution. Feedback on skill set and other details about the students will be collected from the interview panel members from companies who visit the institute for placement. The same method is employed throughout the semester. Based on the feedback we take corrective actions and improvise the entire Training process.

Post-placements of the students to various organizations, a request is sent to the respective HR managers after six months, to get the feedback on the performance of our alumni. The evaluation of the effective training is known when the HR manager gives a feedback stating how successful the candidate is performing his/her task or assignments in their company. We have received few feedbacks based on the students' performance from companies such as ITC, Naukri, Jaro Education, Saint Gobain, Asian Paints, Colgate Palmolive, EY, KPMG, PWC, Deloitte, Godrej, Nestle, Coca-Cola etc.

Further, keeping the needs of corporate bodies, training course is designed for the students to make them confident and update them about the changes in the corporate world.

Problems Encountered and Resources Required

One of the challenge was to frame an appropriate curriculum for training programs in accordance to the current industry requirements and to identify competent resource persons for the same. Further, there was another challenge in terms of allocating the sessions for the Training Sessions in small groups. The important resource required in all such training programme is right resource person. The Institute select best resource persons from the industry and provide the training to the students. We have created a data base of such resource persons. We frame the curriculum in consultation with these resource people. The other resource that is required is funds. We are fortunate to have a forward looking management team that sponsor all the training programs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Title of the practice:

Venture Fest 2018

The motto behind this initiative is clearly reflected in our mission statement, which emphasizes on fostering entrepreneurship.

Goal: Fostering the entrepreneurial spirit among the students, focussing on how an innovative pedagogy was planned and implemented with the longitudinal purpose of developing managerial job competencies.

The Context: Entrepreneurship is now not restricted to the comprehension of running one's own business but also extended to running the business for which he/she is working – which is popularly known as Intrapreneurship. **Entrepreneurial mindset, Entrepreneurial Zeal, and Entrepreneurial Energy are the key managerial competencies that recruiters look for in future managers along with the other competencies.** Entrepreneurship is one area that cannot be taught solely in the classrooms.

The practice: Venture Fest is a unique, one of the kind, initiative where the students studying the subject of entrepreneurship as a part of their curriculum are divided into groups/teams (balanced in all respects). They are then instructed to brainstorm and come up with a business idea that they would be able to run for a day. The members of each group have to collectively raise the required funds and marshal the required resources through available means. There were 4 rounds involved in this event.

First Round: Ideation using Business Model/Lean Canvas: In this round every team had to brainstorm and finalize a business idea. This idea had to be presented to the Professional Jury using Business Model/Lean Canvas. Marks allotted for this round was 25.

Second Round (Business Plan): Every team has to prepare a detailed business plan after doing adequate research and then present it to the professional Jury. Evaluation will be made by the external professional Jury and will carry 25 marks.

Third round (Implementation): Institution will provide the basic infrastructure required like; stalls, furniture, electrical connection, etc. Students need to bid for the stall and make it ready to run the venture on the day of the event. Teams need to marshal the required resources well in advance and pool them. They had to run their business for one whole day. This will be evaluated again by professional Jury and set of observers to assess the implementation by the teams. This round will carry 25 marks.

Fourth Round (Maximum Profit/Revenue): The teams were assessed by the end of the day based on the revenue earned through running their business. There were another set of observers to visit the stalls and record the amount of revenue generated by each team on hourly basis. The summation of all the log sheets entered was assessed in the end. Marks allotted for the round was 25.

Evaluation: As 25 marks were allotted for each round and the teams had to contest for a total of 100 marks. The top three teams which have scored the highest marks were declared as I, II and III prize winners. The team which scored the highest in the third round only was declared the winners for the “Best Implementation Prize”

Reward:

1. The first prize declared was Rs.15,000 + Trophy + Certificate
2. Second prize was Rs. 10,000 + Trophy + Certificate

3. Third prize was Rs. 5,000 + Trophy + Certificate
4. Best Implementation prize was Rs. 5,000 + Trophy + Certificate

How was this initiative executed?

The idea was planned some day in the month of October 2017 and was decided to organize the event in the forthcoming semester as part of the ED course.

The students were given basic inputs (knowledge, tools, and theory) on entrepreneurship through a series of interaction sessions, cases studies, and pep talks from the entrepreneurs in the beginning of the course i.e. during February – March 2018. They were made aware of the entrepreneurship ecosystem as well.

After this initial conditioning and grooming of the students, the execution process started in the month of March 2018. The announcement of the Fest was made at the end of March 2018 to the students.

The evaluation was done by the professional external Jury of high repute.

All the rules of the game were made crystal clear in the beginning itself and every student has to be part of the Fest/Event. Further, *to bring the seriousness among the students, Internal Assessment marks (10 marks out of 30 marks) were also given based on their participation.*

Evidence of Success:

The students had great learning experience about how the real world businesses are built and run and this is what kept them highly motivated throughout.

- They got a first-hand opportunity to experience how an intrapreneur / business leader thinks, behaves, and works
- The students realized the need for competencies demanded by the employers like:

1. Creativity
2. Decision making ability
3. Analytics
4. Team building
5. Entrepreneurial/Intrapreneurial thinking (mindset)
6. Effectual reasoning
7. Action Orientation
8. Calculated risk taking

The event gave them a platform to build these competencies.

The entire process finally culminated in the creation of 12 teams, which were all built from the scratch.

Problems encountered and resource required

Challenge 1: The students were not willing to participate in the beginning as it was a herculean task for them to build a real world business and run it.

Intentionally attractive cash prizes were announced in the beginning itself. In order to spark a long term impact of participating in such events, the faculty coordinators decided to start a Centre for Innovation, Entrepreneurship, and Incubation, which was to be inaugurated on the same day of the Venture Fest.

Challenge 2: Constant motivation was needed to keep the students engaged and get them to work on their business plans and ventures and at the same time maintaining a high tempo from the planning period to the Final execution period.

A team leader was elected for every team and a distinct faculty coordinator monitored each group closely to ensure that high motivational levels were maintained within the group. Intentionally the size of the team was made bigger. **A rolling Institutional trophy was also declared for the winning team.**

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

Training and Placement

The crowning factor of any MBA programme is Placements. The Placement cell at R V Institute of Management has grown along with the institute from placing 30 students in the year 1999 to placing over 1500 students till date.

We have over 200 organizations from different sectors namely Audit, Banking, FMCG, Finance, Manufacturing, IT, Media, Pharmaceutical, Retail, Telecom, Real Estate, Supply Chain etc., visiting the institute for placements. The number of organizations and the compensation has consistently increased over the years. The highest compensation in year 2017-18 has been Rs. 9 Lakh p.a and averaged at Rs. 4 Lakh p.a. The companies keep visiting the institute every year for placements certainly talk about the quality of our students. There are about 20% new organizations / companies visiting the institute every year for placement.

Training programmes are designed to sharpen basic business acumen, domain specific skills and overall personality. We follow a well-designed training programme to ensure 360 degree grooming of the students and industry readiness.

Concluding Remarks :

The institute aims to provide quality Management education to aspiring MBAs and impart value based, culture driven and quality oriented education in management. It also aims to undertake need based training, research and consultancy to the industry, government and NGOs. Its unique pedagogy keeps RVIM aside from the rest. It does not just aim at high academic results but also enables its students to reach higher planes of success, all through their careers. The full-time dedicated and passionate faculty both from academic and industry impart the curriculum in effective way to meet the current needs of the industry.

The management transformational programme (MBA) is designed to impart abundant knowledge, develop specialized skills and foster essential attitudes in students to grow as responsible thought leaders and entrepreneurs. Major emphasis is being given on building contemporary skills including critical thinking, problem solving, business analytics, big data analytics, global orientation, decision making, cognitive flexibility, people management, creativity and negotiation.

Thus MBA @ RVIM strives to develop successful business leaders with ethical and human values and also to transform every student into an entrepreneur / intrapreneur. The transformational programme (MBA) prepare the young minds for grabbing the opportunities of 21st century.